ANTH A521 Teaching Anthropology

Course Description

This seminar/workshop has two goals. **First**—provide some foundation in education, and education in anthropology (not that there is a huge literature). We’ll read some theoretical classics that treat how undergrads learn, and look at results of studies of college teaching. **Second**—provide practical information about what to expect as an AI, and as a future professor of anthropology.

We will monitor how the classes you are working in are proceeding and provide a forum for problem solving and course development. We draw on the experience and expertise of individuals in other parts of the university, such as the Campus Writing Program, and Campus Instructional Consulting, who will offer workshops and discussions.

Near the end of the semester we’ll move toward broader discussions of anthropology programs, how they are framed, and what they need. This should get you thinking about how to construct courses from scratch, and how to develop new course ideas. Ultimately, this is a class about critique: of education, of students, of ways of teaching and knowing, and more importantly, of ourselves. What you should gain is self-confidence and a realization that teaching is a most rewarding and intellectual pursuit.

Books and readings

There is no primary text to buy. The first two books are useful, and you may want to purchase one so that you have a handy reference. E-reserve and Oncourse for articles and selections.


We’ll use excerpts from the following.


Projects

Lesson review: Attend a lecture or class done by another faculty member in the department. Try one outside your subfield. Write up a summary and evaluation of what went on in the class. Select from A105, E105, E200, B200, P200, COL E104 Rise and Fall of Civilization, COL E104 Global Consumer Culture, A200 Bizarre Food, or other largish class. Please ask or inform the professor so that they know you will be visiting. Work with your peer partner. 20%

Writing assignment design: Design a writing assignment. Develop a written assignment, a rationale for how it will help students learn, and a grading rubric. We’ll discuss these in class. 20%

Textbook review: Write a thorough review of an anthropology textbook of your choice. You will approach this as though you are an experienced teacher and a textbook publishing company has sent you a book to review. This gives you an opportunity to examine a textbook with the same eye you would use to critique a piece of research. 15%

Microteaching response: Write a short response on the microteaching, giving your impressions of what was useful or not so useful in the experience. 10%

Course development: create a course outline, choose and assign readings, and devise assessment techniques for a course of your own. This will be your final project for the course. Think about doing something that you either expect or hope to teach someday. In the past some students have received future funding because they had courses that were “ready to go.” 35%

Oncourse et cetera

I will use our A521 Oncourse site for adding course announcements and resources. Please pay attention to the emails from Oncourse.

Various campus resources exist to assist you in managing your course (and life). These include:

http://www.indiana.edu/~cwp/
http://www.indiana.edu/~health/caps.html
http://www.indiana.edu/~cts/services/media.php

Anthropology associate instructor ombudsperson: TBA
Course Schedule

Aug 30  What you will be doing as an AI: knowing what to expect.
IU facilities for augmenting undergraduate education. CWP, Oncourse, SOTL Program, Campus Instructional Consulting—CAPS.
Academic life for the Bloomington undergrad.
Explore http://www.indiana.edu/~teaching/ And http://www.teaching.iub.edu/

Sep 6  How Students Learn. Literature on undergraduate education elucidates difference in learning styles, in ability and in psychology. How does this diversity condition what we do in the classroom?
Kloss, R. J. A Nudge is Best: Helping Students through he Perry Scheme of Intellectual Development. College Teaching 42(4)
Nelson, Craig E. Chapter Two. Skewered on the Unicorn’s Horn: Tragic Tradeoff between Content and Critical Thinking in the Teaching of Science
Rotenberg Parts 1, 3, & 7
Curzan & Damour Chapter 1, 2.

Sep 13  What makes for a top-notch or crappy intro course? The BAD lesson.
Chickering, A. W. and Z. F. Gamson 1991 Appendix A. Seven Principles for Good Practice in Undergraduate Education. New Directions for Teaching and Learning 47:63-74
Palmer, Parker pp. 76–90.
Rotenberg part 4,
Curzan & Damour Chapter 3, 4, 7.
Campus Writing Center workshop materials distributed

Sep 20  Campus Writing Program Workshop. Guest: Laura Plummer
Karuri, W. J., Must We Always Grin and Bear It? In Writing Center Perspectives. pp 71–83.
Curzan & Damour Chapter 8; Rotenberg Part 15.
Classroom observation due.

Sep 27 Discussion: writing assignment design. What’s the point? Learning journals.

Oct 4  Ways of teaching, and thinking about teaching.
Paper, Parker: selection
Royce, Anya Peterson: selection
Curzan & Damour

Writing assignment due.

Oct 11 Assessing students. Tests—writing and grading test questions. Bloom’s Taxonomy. Sample tests. Striving for objectivity—how possible is it? Do tests really tell us how we are doing as teachers? Do tests really tell students how they are doing as students? Looking at the history of critique of college teaching, and scholarship about teaching.


Burdick, D. 2003 Applying the Principles of Good Practice to Large Classes.

October 18 Using discussion and active learning scenarios. Getting students talking.


Curzan & Damour Chapter 4.

Oct 25 Microteachings facilitated by CIC. We will use 3 classrooms. Stay tuned for locations.

Nov 1 Evaluating and selecting texts. Textbook reviews. What do you do when you disagree with the text? What makes a good text? What makes a bad one? Is it just a matter of preference? Readings: Read a textbook of your choice and review it. Come prepared with a textbook to discuss.

Microteaching Response papers due.

Nov 8 Teaching in the ‘field’: Field schools and community participation. Teaching in a field school situation. Where is the service in service-learning.


Guests, I hope.

Nov 15 Professional development and teaching portfolios. What to make of student evaluations. Balancing teaching and research. Teaching as research.

Curzan & Damour Chapter 10.


Written Textbook review due.

Nov 22 Free day for catch-up. No class Thanksgiving week.

Nov 29 & Dec 6 Discussion of Syllabi

Dec 15 Wednesday. Class Syllabi Due in my office by 7 pm.