The classroom with all its limitations remains a location of possibility.

- bell hooks, *Teaching to Transgress*, 1994

Every course is inherently an investigation.

- Pat Hutchings, *The Course Portfolio*, 1998

This seminar is designed to help graduate students become more effective educators and to spark ongoing interest in the intellectual challenges and possibilities that teaching presents. Faculty work in higher education always includes both research and teaching, and your department will expect you to excel in both. Fortunately, unlike the many other professions you might have chosen, teaching is one that you can do well with at the start and also improve on throughout a long career. In this way, it can parallel your development as a scholar and writer, and, indeed, your teaching and research can inform each other in exciting ways as you become more expert in both. In this course, we will become familiar with the demands of an academic career and with current prescriptions for and critiques of higher education today, as well as with strategies for effective teaching and student learning.

In A521, we will approach teaching and learning as culturally-embedded practices that are responsive to longstanding and shifting traditions, narratives, controversies, and expectations, as well as ones implicating cognitive structures. The techniques we choose in our teaching have consequences and genealogies, and this seminar will encourage participants to reflect on and investigate them in order to develop and articulate an intentional (rather than simply received or personally appealing) pedagogy.

Our seminar will not be a how-to on teaching any particular course. Some students of A521 will be teaching in a course of their own design, in a section of a larger course, or in a lab, while others may not be teaching at all this semester, instead using the course to reflect on past experiences or plan ahead to future responsibilities. Whatever your particular orientation to teaching this semester, your educational experiences (as teacher and student; in the past, present, and future) will provide key texts for discussion. The course relies on your ability to put your own experiences and the readings into lively and critical conversation.
Because no single course on pedagogy can be exhaustive, our introductory seminar will focus on three main topics (higher education context, teaching tools, and power and identity) that we approach with three pedagogical goals in mind:

1) **To build foundational instructional knowledge**: We will aim to become more informed, reflective, and intentional about designing lesson plans, imagining assignments, and grading. Foundational knowledge we will discuss will include theories of learning, instructional strategies, and teaching and learning trends. We will also observe and be observed in the classroom and practice new ways of teaching.

2) **To develop productive relationships among scholarship, teaching, and identity**: Our teaching activities—during graduate school and beyond—consume a tremendous portion of our time and energy and form no small part of our public identities. Meanwhile, our disciplinary training informs what we teach, how we teach it, and how we can understand it. In this course, we will reflect on and critique the languages, standards, media, and occasions of learning and teaching using the critical lenses of the fields of encompassed by Anthropology. We will also consider how identities (cultural, economic, geographic, dis/ability, etc.) of teachers and students shape our past, present, and potential future experiences in the classroom. The goal is to explore our scholarly interests in relation to our teaching duties, and vice versa, finding ways that they might be integrated and even nourish each other. This relationship is embodied in the phrase “teacher-scholar.”

3) **To represent pedagogy to others**: Formal statements of teaching philosophy are used at many points in an academic career, including hiring, promotion, and tenure. Some grant applications and professional development opportunities will also require that you describe your teaching. In addition, you will often verbally represent your pedagogy to students and colleagues. In this course, we will practice speaking and writing about teaching and learning, including how we situate ourselves in the contemporary landscape of instructional possibilities.

**Assignments**

- **Informed & Engaging Participation. Required weekly.**

  This course runs as a seminar and will rely on discussion. You must attend to participate. The seminar discussions will serve as a means for us to contribute to the ongoing conversation about pedagogy in communication, culture, and media. We will be informed by those who have made important comments before us (often in writing) and do our best to improve on their ideas and make them current. In addition, the seminar discussions will serve as a practice ground for your skills in scholarly discourse, collegiality, and leadership. Ideally, this course will encourage us all to think more about the range of our teaching experiences (challenges, rewards, mistakes, hopes, and so forth), pragmatic resources for success, scholarly pedagogical perspectives, and what all that means in the specific context of teaching at IUB-in-2016 and in other contexts beyond. In order for this seminar to become an open space for sharing such experiences, ideas, and feelings, we all need to talk and to listen. In addition, there will be short, in-class writing assignments from some guest speakers (e.g., grading a writing sample). If at any point in the semester, you want to know how I perceive you are performing in terms of participation, feel welcome to contact me.
• 2 Discussant Presentations. Dates TBD.
You will be prepared to serve as discussant for two days of readings and to provide copies of a one-page outline of your comments for entire class at least 24 hours before we meet. You may work collaboratively with the other people serving as discussants on your day. The discussants will take leadership roles but everyone will participate. Typically, the first part of the class will be devoted to understanding the material, and the latter discussion will move into comments and questions about the readings. But this division will not be hard and fast. I will moderate the discussion.

Specially, discussants will be responsible for offering some comments and questions on the central argument of the reading. Fifteen minutes, at most. Their questions and critical evaluations can take any of several approaches to an author's proposition (p):
  o Clarification request. The text claims a proposition (p), but I don't know what the author means by saying p. Please clarify. Does it mean this?
  o Argument request. The author claims p. I think I know what s/he means by p. But why claim p? I don’t see any argument for p, and I think s/he needs to give an argument for it.
  o Objection. The author claims p (and maybe argues for it). However, I think that p, (or the author's argument for p), is problematic. Here's my objection to p (or to this author's argument for p): q. What do you say in response to q?
  o Assistance. The author claims p. I agree with p, but I think the following additional reason (which the author does not mention) can be given in support of p: q.
  o Competing interpretation. The author says that the text claims that p. However, I don’t think that this is exactly what it says. Instead, I think it says p’ (and here’s why I think this).
  o Suggestion of parallels. The author claims p. P (or the author’s argument for p) reminds me of so-and-so’s claim that q (or her/his argument for q). Are the two really similar? Does comparing p to q help illuminate p, or is it just misleading?
  o Critique of power. Whose perspective, voice, or feelings are upheld, strengthened, or made dominant by this claim? Who wins or loses if the claim is true? (Who or what is “governed” or “policed” by this claim?)
  o Critique of assumptions. What “obvious” truths are taken for granted in this claim? What “common sense” but otherwise hidden assumptions are required to make this claim true and its argument work?
  o Critique of social extension. What ideas or sense of self is upheld, strengthened, or weakened by this claim and its argument or implications? What sense of community or society is strengthened or weakened?
  o Critique of logical extension. What happens when we apply the claim and its “logic” (interpretations, arguments, counterarguments, and implications) to itself? What does the claim say about philosophy, truth, society, persons, and so on?

• 3 Short Pedagogy Papers.
Pedagogy is the art, attitudes, assumptions, philosophy, and practices of teaching and their relation to student learning. You will be asked to discuss your pedagogy throughout your career: on syllabi, in classrooms, on the job market, for a promotion, and so forth. This semester, you will write three short papers that reflect on and inform future iterations of your teaching. Each paper will draw upon your experience with teaching this semester (enlightened, failed, etc.) and one or
more course readings. No single paper will cover everything you think or have experienced in relation to teaching, so you should focus your paper sufficiently that you will be able to present a substantive discussion in only a few pages. Each paper should explain which facet of teaching you are reflecting on, how it appears in your teaching, how it relates to issues we have read about, and how your assessment of its value will affect your teaching in the future. Although in class we will discuss our teaching experiences openly and, perhaps at times, informally, the audience for which you should imagine writing these papers should be a potential employer.

- **Pedagogy Paper 1: Understanding Context.** *Due: 9/23, 2-3 pages, double-spaced.*
  Consider our readings during the first month that are intended to provide some context for teaching in higher education. Choose one (or more) of these readings to critique in relation to your own teaching or observation of teaching, the students, and the classroom. What are the pedagogical implications of some facet of the reading that interests you? Does it uncover, complicate, or run contrary to your experience with teaching or observing teaching? Does it suggest pedagogical or research directions for you in the future?

- **Pedagogy Paper 2: Teaching Observation.** *Due: 10/28. 2-3 pages, double spaced.*
  For this assignment, you should arrange to observe at least one class taught by an Anthropology graduate student. Make note of your observation of the logistics, teaching techniques, participant structures, authority, classroom atmosphere, and so on. Then write a 2-3 page, double-spaced, essay that reflects on your own teaching practices and goals, using our course readings and your observations about teaching inspired by the class you observe. Although your paper will remain confidential (i.e., I won't be reporting back to the people you observe about what you write), be prepared to discuss your observation in seminar.

- **Pedagogy Paper 3: Gathering Evidence.** *Due: 11/11, 2-3 pages, double-spaced.*
  For this assignment, you should evaluate students' learning in relation to teaching. If you are observing teaching this semester, you may have the opportunity to coordinate with an instructor to introduce a short assessment or to look over students' written work, but more observational possibilities also exist. Finally, reflect on the successes and limits of teaching in this instance. What did you expect to happen, and why? Would you do something different another time? How will you know if your plan works?

- **Draft Syllabus.** *Due 11/18 to Canvas.* Post a draft syllabus of a course you would like to teach in the future—at IU or elsewhere. This document should be as complete and satisfactory as you can make it, including such elements as pedagogy, policies, learning outcomes, assignments, readings, calendar. You will also read and respond to at least two other syllabi before our subsequent class meeting.

- **Statement of Teaching Philosophy, Action, and Outcome.** *Due 12/13. 4 pages maximum, double-spaced.*
  A “statement of teaching philosophy” has become a standard expectation for job applications in higher education across all types of institutions. Such statements also, typically, are required for tenure and promotion. Drawing on your pedagogy papers, the seminar readings and discussions, and your teaching experiences, you will compose a teaching statement. This document should be suitable as a *draft* that you will update and revise throughout your career. For more information and examples, see:
  
  - [http://citl.indiana.edu/resources/teaching-resources1/teaching-statements.php](http://citl.indiana.edu/resources/teaching-resources1/teaching-statements.php)
  - [http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement](http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement)
Required Readings
Most readings are available through Canvas (canvas.iu.edu). The full books we are reading are on order with the IU Bookstore or available electronically from the IU library (iucat.iu.edu). You may get a good price by ordering through a consolidator like Amazon.com. When books are available from the library as electronic texts, I have also ordered a few print copies from the bookstore.


Grading Symbol Translation
A the seminar performance is exceptional in all areas of assessment
A- the seminar performance is completed at a graduate level but is not exceptional in most areas
B+ the assigned work is completed below the graduate level. Note that you cannot earn a final grade of A or A- without outstanding attendance.
B the seminar performance does not meet passing standards
✓ You may find a checkmark from me in the margin of a paper. That means I thought it was an insightful point or connection

Important notes on course requirements
- All written assignments are expected to include: your name, a title, numbered pages, a “reasonable” font size (i.e., 11-12 point in a style such as Times New Roman or Palatino), and have some sort of staple/paper clip to bind all the pages together. You should cite all references—including websites—used in your work other than your own in Chicago or APA style.
- Late work will be penalized and may not receive timely feedback. Technical difficulties are not excusable delays.
- If you miss class, you are expected to make up any work you miss with a peer first and then discuss it with me if you wish. I do not distribute copies of my notes. Email ahead when you know you are going to be absent, which should only be in a health or personal emergency or incredibly important professional time conflict.
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<th>Assignments</th>
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| 1  | 8/26 | Who Are We Teaching?  
|    |      | - The Annual “Beloit College Mind-Set List.” Available at:  
|    |      | Good practice: The seven practices  
|    |      | - Chickering and Gamson. “Seven Principles for Good Practice in Undergraduate Education.” |
| 2  | 9/2  | What are “higher” education goals, part 1?  
|    |      | Good practice: Identifying resources  
|    |      | - Browse and see what is interesting to you on the “Teaching Resources” pages of IU’s Center for Innovative Teaching and Learning. Available at:  
|    |      |   http://citl.indiana.edu/resources/teaching-resources.php . |
| 3  | 9/9  | What are “higher” education goals, part 2?  
|    |      | Good practice: Teach for learning (not coverage)  
### Discussants: ____________________________

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**Good practice: Cultivate resilience**  
• Carol S. Dweck. “Even Geniuses Work Hard.”  

### Discussants: ____________________________

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<th>Date</th>
<th>Topic</th>
<th>References</th>
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• Frederick, Peter J. “The Lively Lecture — 8 Variations.” *College Teaching* 34 (1986).  

**PEDAGOGY PAPER 1 DUE**

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<th>Date</th>
<th>Topic</th>
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<td>Week</td>
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<td>10/7</td>
<td>Fall Break: Class does not meet.</td>
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<td>8</td>
<td>10/14</td>
<td>How is teaching represented for the job market?</td>
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<td>- Browse the AAA career resources: <a href="http://www.aaanet.org/profdev/index.cfm">http://www.aaanet.org/profdev/index.cfm</a> and <a href="http://careercenter.aaanet.org/jobs/">http://careercenter.aaanet.org/jobs/</a></td>
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<td>- Browse Washington University's list of resources: <a href="https://anthropology.artsci.wustl.edu/post-graduation/jobs-and-internships">https://anthropology.artsci.wustl.edu/post-graduation/jobs-and-internships</a></td>
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<td>Presentation: Guest speaker Dr. Katie Kearns, Center for Innovative Teaching and Learning, will lead our discussion of documenting your teaching and your students’ learning via teaching portfolios, online teaching snapshots, and a pedagogy statement. For the above two teaching statements, be prepared to discuss: what do you feel like you now know about the author's teaching? What questions remain for you about the author’s teaching?</td>
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<td>9</td>
<td>10/21</td>
<td>How can we teach for learning?</td>
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<td>Good practice: Be smart and informed about your career</td>
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Discussants: ____________________________
## II. Teaching Anthropology

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<th>Reading</th>
<th>Notes</th>
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| 10/28 | Teaching in the Four (or more) Fields of Anthropology | Please read and be prepared to discuss at least two sections from:
| 11/11 | How can we integrate (or separate) the personal and the pedagogical? Part 1 | We will attempt to address a range of identity and embodiment issues during the next three class meetings. Suggestions for topics are welcome.
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<th>Date</th>
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<td>11/25</td>
<td>THANKSGIVING BREAK: NO CLASS</td>
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<td>How can we integrate (or separate) the personal and the pedagogical? Part 2</td>
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<td>How can we integrate (or separate) the personal and the pedagogical? Part 3</td>
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<td>16</td>
<td>TEACHING STATEMENT DUE: Final Discussion date and time TBA</td>
<td>12/13</td>
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**Recommended Reading:**


Kloss, R.J. “A Nudge is Best: Helping Students through the Perry Scheme of Intellectual Development.” College Teaching 42(4).


Swift, Candice Lowe and Richard Wilk, eds. Teaching Food and Culture. Walnut Creek: Left Coast, 2015.


Acknowledgements: Thanks to Professors April Sievert, Anya Royce, Robert Terrill, Mary Gray, Joan Hawkins, and Phaedra Pezzullo for sharing their counsel and course materials. Special thanks, too, to prior classes for their willingness to workshop the successes and “challenges” of teaching our undergraduate students. Their experiences inform this syllabus.