**DEPARTMENT OF ANTHROPOLOGY**

**A521 Teaching Anthropology, Fall 2018**

Professor: Jennifer Meta Robinson, Ph.D

Email: jenmetar@indiana.edu

Office phone: 812-855-4607

Office: Student Building 034

Office hours: Fridays, 1:00-2:00 PM and by appointment

Class meeting: Fridays from 8:30-11:00 AM in Lindley Hall 019

**Websites:** See Canvas.iu.edu for electronic readings

ww.jennifermetarobinson.com

Every course is inherently an investigation.

--Pat Hutchings, *The Course Portfolio,* 1998

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

--bell hooks, *Teaching to Transgress*, 1994

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 A521, we will become familiar with the demands of an academic career and with current approaches to and critiques of higher education today, as well as with strategies for effective daily practice. We will approach teaching and learning as culturally-embedded practices that are responsive to longstanding and shifting traditions, narratives, controversies, and expectations. We will also consider practices implicated by new scientific findings in learning and cognition. Because the techniques we choose for our teaching have consequences and genealogies, this seminar will encourage participants to reflect and investigate in order to develop an intentional pedagogy.

Because students in class will be teaching in a variety of courses and fields, 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, in a lab, or working as a grader or assistant, while others may not be teaching at all this semester. Whatever your particular orientation to teaching this semester, everyone will be able to use the course to reflect on classroom experiences and plan ahead for future responsibilities. Indeed, your educational experiences and aspirations (as teacher and student; in the past, present, and future) will provide key texts for discussion. The success of the course, for you, will rely on your ability to put your own experiences and the readings into lively and critical conversation. That said, we will use the diverse subfields, methods, and theories of Anthropology to spark questions about the challenges and opportunities offered at the interface of research and teaching. Graduate students from all fields are encouraged and welcomed to bring in references and resources relevant to their own work.

Because no single course on pedagogy can be exhaustive, we will focus on three pedagogical goals:

1. **To build foundational instructional knowledge:** We will aim to become more informed, reflective, and intentional about instructional decisions. This will mean coming up to speed on today’s students, theories of learning, and instructional strategies as well as regularly practicing lesson design, imaginative assignments, and purposeful grading. We will also observe and be observed in the classroom.
2. **To develop a productive relationship between scholarship and teaching:** Teaching activities—during graduate school and beyond—consume a large portion of our time and energy and often contribute significantly to our public identities. Meanwhile, our disciplinary training informs what we teach, how we teach it, and how we can understand what there is to know. In this course, we will reflect on and critique discourses, standards, media, and occasions of learning and teaching using the critical lenses of the fields 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.
3. **To represent pedagogy to others:** In this course, we will practice speaking and writing about teaching and learning, to some of our most important audiences: students, colleagues, and hiring committees. We will practice such communication through teaching statements, syllabi, and course descriptions as well as class exercises and mini lectures. To make informed decisions about instructional and professional possibilities, we will need to understand the major trends and conversations in contemporary higher education and about professional expectations. Thus, all of our work in seminar will connect theory, practice, and reflection, sometimes in formal documents, sometimes in discussion, and sometimes in teaching practica.

**Assignments**

* **Teaching Practica and Lesson Planning. *Required most weeks.***

Each week, you will prepare a 5-minute exercise to teach something important about one or more of the readings for that day (including theory, practice, and opinion pieces). This assignment may be done in pairs.

Please post a short description of your planned exercise and post it to Canvas before class. Each description should include:

* + 1. Your teaching objective (“At the end of this exercise, students will be able to. . . .”)
		2. The procedure you will follow step by step, along with the time you expect each step to take. What is the activity you will ask students to do? What would happen after your 5-minute lesson (even though we won’t have time to get to it).
		3. Your pre-assessment of your activity, in a sentence or two. How do you think it will go? Where do you expect the timing to go wrong? Do you have questions about content or pedagogy?

To do this assignment well, you will need to understand the readings carefully, focus on what you feel the key take-aways or questions are, and then decide on a pedagogical strategy that will bring those issues to light for your interlocutors (the rest of us!). For example, you may want to get us to see that a question exists by posing a problem that is difficult to resolve, or you may want us to begin answering that question by offering some strategies for us to try out. And so on. In every case. you will need to frame the lesson and then use active learning techniques to teach it to the rest of us. “Active learning” means that you will ask your “students” to *do* something (think, write, discuss, challenge, critique, construct, etc.) that helps them learn something you think is essential to that day’s content. Remember: 5 minutes total!!

After we *learn* about important facets of the readings from each graduate student leader, we will *reflect* on those approaches.

* **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 Anthropology and other fields today. 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 practice ground for your skills in scholarly discourse, collegiality, and leadership.

During the last hour of seminar, we will seek to *understand, engage, and critique* the day’s readings and their implications for our teaching, scholarship, or professional service. Note that the goal of critique in this case is not to tear down ideas but to build on insights and missteps of the past to create a more viable and desirable future that we wish to inhabit. At this time, you might ask the kinds of questions below:

* Clarification request. The text makes a claim, but I don't know what the author means by saying it this way. Please clarify. Does it mean this?
* Argument request. The author makes a claim. I think I know what s/he means by it. But why claim it? What is the argument for making this claim?
* Objection. The author makes a claim; however, I think that claim (or the author’s argument for it), is problematic. Here's my objection to it (or to this author’s argument for it. What do you say in response to my objection?
* Assistance. The author makes a claim. I agree with it, but I think the following additional reason (which the author does not mention) can be given in support of it.
* Competing interpretation. The author says that the text makes a certain claim. However, I don't think that this is exactly what it says. Here’s what I think it says instead (and why I think this).
* Suggestion of parallels. The author makes a claim. It (or the author’s argument for it) reminds me of so-and-so's claim (or her/his argument for the related claim). Are the two really similar? Does comparing one to the other help illuminate the one under study, or is it just misleading?
* Critique of power. Whose perspective, voice, or feelings are upheld, strengthened, or made dominant by this particular claim by the author? Who wins or loses if the claim is true? (Who or what is “governed” or “policed” by this claim?)
* 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?
* 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?
* 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?

This course should encourage us all to think more about our teaching experiences (challenges, rewards, mistakes, hopes, and so forth), resources for success, and the context of teaching at-IUB-in-2018 and beyond. To foster an open space for sharing, we will all need to talk and to listen. Please feel free to contact me at any point in the semester to find out how I perceive your participation in class.

* **Short Pedagogy Papers.**

In this course, “pedagogy” encompasses the art and science of teaching and learning, including 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, on grant applications, for promotion, and so forth. This semester, you will write two short papers that reflect on your pedagogy and your plans for teaching. Each one will be very short and highly focused. They will help you set the stage for your Statement of Teaching Philosophy, Outcome, and Action—a synthesizing document that makes the case for you as a teacher in the most persuasive and sophisticated way possible.

Each pedagogy paper should richly explain the facet of teaching/learning 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, at times, informally, the audience for whom you should imagine writing these papers should be a potential employer.

* + **Pedagogy Paper 1: Teaching Observation. *Due: 9/28. 2-3 pages, double spaced.***
	For this assignment, you should arrange to observe at least one class taught by a graduate student in a course related to one you would like to teach one day. The class section can be a lab, a stand-alone course, a section of a larger course, etc. Make note of your observation of the logistics, teaching techniques, participant structures, authority dynamics, classroom atmosphere, and so on. Then write a 2-3 page, double-spaced, essay that reflects on your own teaching practices and goals. Use at least one course reading. 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 2: Understanding Context**. ***Due: 10/12, 2-3 pages, double-spaced.*** Consider that our readings thus far are intended to provide context for teaching in higher education. Choose one (or more) of these readings to critique in relation to your own experience of the educational context, or your observation of someone else’s. What are the pedagogical implications of some idea in the readings that interests you? This might be a theory, practice, or experience. For example, you might consider the who the students of today are, what they do during a class period, who instructors are and what they do during class, the materials used in classes you know, the settings for teaching, how course content relates to learning or research in your discipline, and so on. Does the reading help to 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?
* **Draft Syllabus. *Due 11/28.*** Post a draft syllabus of a course you would like to teach in the future—at IU or elsewhere. I recommend that you write a syllabus for courses you are likely to apply for at IU, including ANTH A208, A211, A221, and A200 or Collins LLC. You can find the course descriptions online. The syllabus should be as complete and satisfactory as you can make it, including such elements as title, course description, pedagogical approach, learning outcomes, policies, assignments, readings, and calendar. You will also read and respond to syllabi written by your peers.
* **Statement of Teaching Philosophy, Action, and Outcome.*****Draft due 11/2; Re-draft due 12/11. 2 pages maximum, single-spaced.***

A “statement of teaching philosophy” has become a standard expectation for many job applications in higher education across all types of institutions. Such statements also, typically, are required for tenure and promotion and are also sometimes required for grant proposals and professional development applications. Frequently, such a statement acts as a cover document for syllabi you are proposing to teach.

Drawing on your papers, seminar readings, discussions, and teaching experiences, compose a teaching statement that is no longer than 2 pages, single spaced. As the culminating document for the semester, it should be as complete and elegantly written as possible. For all practical purposes, however, you will find it will be a valuable *draft* that you can 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/files/pdf/teaching_statement_portfolio_handout.pdf>
<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.

* Freire, Paolo. *Pedagogy of the Oppressed: 30th Anniversary Edition*. New York: Continuum, 2000. Or another edition.
* hooks, bell. *Teaching to Transgress.* New York: Taylor and Francis, 1994.
* McKeatchie, Wilbert. *Teaching Tips.* Cengage. Any edition from 1950 to the present!
* Semenza, Gregory Colon. *Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities.* New York: Palgrave Macmillan, 2010. The electronic version is available from IU Libraries, but you may want to purchase your own.
* Recommended: Bain, Ken. *What the Best College Teachers Do.* Cambridge: Harvard UP, 2004.

**Grading Symbol Translation**

**A** the seminar performance is exceptional in all areas of assessment

1. 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 will 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.

**COURSE SCHEDULE**

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| --- | --- | --- |
| **Wk** | **Date** | **Assignments** |
| 1. **Higher Education Contexts**
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|  | **8/24** | *Please read the first day’s assignments in advance of our first seminar meeting. We will generate interest lists together.***Who are we teaching?** * “Beloit College Mind-Set List.” Available at: <https://www.beloit.edu/mindset/2021/>.
* Jean Twenge, “Have Smartphones Destroyed a Generation?” *Atlantic:* Sept 2017. <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>.
* Corey Seemiller. “Who is Generation Z?” Jul 4, 2017. <https://www.youtube.com/watch?time_continue=163&v=0b27laACQpA>
* IU Factbook: <https://www.iu.edu/~uirr/reports/standard/factbook/>.

**Practicum Resources*** “Award-winning Teachers Reflect on Their Training.” *Chronicle of Higher Education.* July 30, 2017. <http://www.chronicle.com.proxyiub.uits.iu.edu/article/Award-Winning-Teachers-Reflect/240786?cid=cp131>
* Maryellen Weimer. “[First Day of Class Activities that Create a Climate for Learning](https://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/?utm_campaign=Faculty%20Focus&utm_source=hs_email&utm_medium=email&utm_content=54451617&_hsenc=p2ANqtz-_fmKFvlOcU8KKeX_N5S0pm-lIJaeMJ3kVXjBc31yTc1vyr_lVDY5ISCIjgs1GcUxvv1iF_YJRIQRNPjFH6MXsM6Ovo7pk3ZBjMgVfwxjiXwEoLd9o&_hsmi=54451617)” Faculty Focus 19 July 2017.
* Chickering and Gamson. “Seven Principles for Good Practice for Undergraduate Education.”
* Berrett, Dan. “The Unwritten Rules of College.” *Chronicle of Higher Education.* Sept 21, 2015. [*https://www-chronicle-com.proxyiub.uits.iu.edu/article/The-Unwritten-Rules-of/233245?cid=wcontentgrid\_teaching\_6*](https://www-chronicle-com.proxyiub.uits.iu.edu/article/The-Unwritten-Rules-of/233245?cid=wcontentgrid_teaching_6)*.*
 |
|  | **8/31** | **Teaching and Learning*** James Grossman (2015), “To Be a Historian Is to Be a Teacher.” <https://www.historians.org/publications-and-directories/perspectives-on-history/november-2015/to-be-a-historian-is-to-be-a-teacher#.WW9WwTnhQvo.twitter>

Wilbert McKeatchie’s *Teaching Tips.* Browse this book and be prepared to discuss a few chapters that interest you.* Huston, Therese. “Teaching and Surviving.” From *Teaching What You Don’t Know.* Cambridge: Harvard UP, 2009. On Canvas.

**Practicum Resources*** Browse IU’s Center for Innovative Teaching and Learning site, especially:
	+ “Teaching Resources”: <http://citl.indiana.edu/resources/teaching-resources.php> .
	+ *Teaching Handbook:* <http://citl.indiana.edu/resources_files/teaching-resources1/teaching-handbook.php>.
 |
|  | **9/7** | **“Higher” Education I*** Dewey, John. “Creative Democracy—The Task Before Us.” In *The Essential Dewey.* Vol 1. Bloomington: Indiana UP, 1998 (1939). 340-343.
* “About.” Indiana University: <https://www.indiana.edu/about/index.html>
* Wathington, Heather D. “Talking the Talk: Rhetoric and Reality for Students of Color.” In *Declining by Degrees.* Ed. Richard H. Hersh and John Merrow. New York: Palgrave McMillan, 2005. 185-193.

**Practicum Resources.*** Felder, Richard M. “Why Are You Teaching That?” *Tomorrow's Professor* eNewsletter: 1397. 2015. <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/enewsletter.php?msgno=1397>.
* Angelo, Thomas, and K. Patricia Cross, from *Classroom Assessment Techniques.* San Francisco: Jossey-Bass, 1993; On Canvas; Adapted from <http://www.ntlf.com/html/lib/bib/assess.htm>.
 |
|  | **9/14** | **“Higher” Education II** * Freire, P. *Pedagogy of the Oppressed: 30th Anniversary Edition*. New York: Continuum, 2000. 1-86. (Preface, Chapter 1, Chapter 2)
* [Hoodfar, H. (1992). Feminist Anthropology and Critical Pedagogy: The Anthropology of Classrooms’ Excluded Voices. Canadian Journal of Education / Revue Canadienne De L’éducation, 17(3), 303-320](http://www.jstor.org/stable/1495298).
* Ashkenas, [Jeremy](https://www.nytimes.com/by/jeremy-ashkenas), [Haeyoun Park,](https://www.nytimes.com/by/haeyoun-park) and [Adam Pearce](https://www.nytimes.com/by/adam-pearce). “Even With Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago.” *NY Times* AUG. 24, 2017. <https://www.nytimes.com/interactive/2017/08/24/us/affirmative-action.html?emc=edit_ta_20170824&nl=top-stories&nlid=48048326&ref=cta&_r=0>.

**Practicum Resources (focus where your interests take you)*** Harper, Shaun R. *Black Male Student Success in Higher Education: A Report from the National Black Male College Achievement Study.* <http://www.gse.upenn.edu/equity/sites/gse.upenn.edu.equity/files/publications/bmss.pdf>.
* The Office of Disability Services for Students. “Faculty FAQ.” This resource & others are available at: <http://studentaffairs.iub.edu/dss/faculty/faculty-resources/>.
* Carol S. Dweck. “Even Geniuses Work Hard.” *Educational Leadership* 2010. <http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/Even-Geniuses-Work-Hard.aspx>

Rose, Mike. “Working with Working-Class Students.” AACU. <https://www.aacu.org/publications-research/periodicals/working-working-class-students>.Brookfield, Stephen D. “Reading and Writing Critically.” In *Tea*c*hing for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. San Francisco: Jossey-Bass, 2012. |
|  | **9/21** | **Learning to Think I*** Rawlings, Hunter. “College is not a Commodity.” *Washington Post.* June 9, 2015.
* Moore, William S. “Understanding Learning in a Postmodern World: Reconsidering the Perry Scheme of Intellectual and Ethical Development.” In *Personal Epistemology: The Psychology of Beliefs about Knowledge and Knowing.* Barbara K. Hofer and Paul R. Pintrich, eds. London: Laurence Erlbaum, 2002. 17-36.

**Practicum Resources** * Wilson, Leslie Owen. “Anderson and Krathwohl - Understanding the New Version of Bloom's Taxonomy.” 2016. On Canvas.
* “Bloom’s Taxonomy.” Source Book for Teaching Science. <https://www.csun.edu/science/ref/reasoning/questions_blooms/blooms.html>.
* The IU Code of Academic Ethics. Available at: <http://studentcode.iu.edu/>.
 |
|  | **9/28** | **Learning to Think II****NO CLASS MEETING; PEDAGOGY OBSERVATION PAPER DUE TO CANVAS****Practicum Resources (focus where your interests take you)****Discussion*** McKeachie, Wilbert J. “Facilitating Discussion: Posing Problems, Listening, Questioning.” In *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Boston: Houghton Mifflin, 2002. 30-51.
* Frederick, Peter. “The Dreaded Discussion: Ten Ways to Start.” *Improving College and University Teaching* 29 (1981).

**Lecture*** McKeachie, Wilbert J. “How to Make Lectures More Effective.” In *Mckeachie's Teaching Tips*. Boston: Houghton Mifflin, 2002. 52-69.
* Frederick, Peter J. “The Lively Lecture — 8 Variations.” *College Teaching* 34 (1986).
* Valerie Strauss. “It puts kids to sleep — but teachers keep lecturing anyway. Here’s what to do about it.” July 11, 2017. <https://www.washingtonpost.com/news/answer-sheet/wp/2017/07/11/it-puts-kids-to-sleep-but-teachers-keep-lecturing-anyway-heres-what-to-do-about-it/>

**Lab*** “Teaching Laboratory Classes.” Vanderbilt University. <http://cft.vanderbilt.edu/guides-sub-pages/lab-classes/>.
* “Strategies for Effective Teaching in the Laboratory Class.” Adapted from Allen, O’Connell, Percha, Erickson, Nord, Harper, Bialek & Nam (2009). University of Michigan. <http://www.crlt.umich.edu/gsis/p7_6>.
 |
| 1. **Planning Ahead**
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|  | **10/5** | **Fall Break: Class does not meet.**  |
|  | **10/12** | **Teaching and the Job Market I: PEDAGOGY CONTEXT PAPER DUE*** Wiggins, Grant, and Jay McTighe, “Chapter 1: Backward Design,” *Understanding by Design, 2nd Ed.* Assn. for Supervision & Curriculum Development, 2005, 13-34.
* Ambrose, Susan A., Michael W. Bridges, Marsha C. Lovett. *How Learning Works: 7 Research-Based Principles for Smart Teaching.* San Francisco: Jossey-Bass, 2010. Available online at <https://firstliteracy.org/wp-content/uploads/2015/07/How-Learning-Works.pdf>.
 |
|  | **10/19** | **Teaching and the Job Market II** **Please read:** McCarthy, Maureen. “Laying Your Own Track: Making your way off the academic track.” January 07, 2014. <http://mediacommons.futureofthebook.org/alt-ac/pieces/laying-your-own-track>* AAA. “Careers in Anthropology.” <http://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783&RDtoken=17085&userID>=
* Browse the AAA career resources: <http://www.aaanet.org/profdev/index.cfm> and <http://careercenter.aaanet.org/jobs/>
* Ellick, Carol J., and Joe E. Watkins. “Professional Qualifications, Standards, and Ethics.” In *The Anthropology Graduate’s Guide: From Student to a Career.* Walnut Creek: Left Coast, 2011 49-59.
 |
|  | **10/26** | **Teaching and the Job Market III****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?**Practicum Resources*** Kearns, Katie. “Teaching Statements and Portfolios for Job Seekers.” CITL. Handout. 3 pages.
* Kearns. “CMCL Successful Teaching Statement.” By Anonymous. 2 pages.
* Kearns. “Biology Teaching Statement.” By Anonymous. 2 pages.
* Semenza, Gregory Colon. “Organization and Time Management” and “Teaching.” In *Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities.* New York: Palgrave Macmillan, 2010. 54-75; 116-148. Several chapter are posted on Canvas and the entire e-book is available from the IU library. Feel free to read around in it.
 |
| **3. Teaching Anthropology** |
|  | **11/2** | **Teaching Anthropology I: PEDAGOGY STATEMENT DRAFT DUE*** Kottak, Conrad Phillip, Jane J. White, Richard H. Furlow, and Patricia C. Rice. *The Teaching of Anthropology: Problems, issues, and Decisions.* Mountain View: Mayfield, 1997.

**Practicum Resources*** The Graphic Syllabus: <https://facultyinnovate.utexas.edu/graphic-syllabus>.
* Nilson, Linda. “The Graphic Syllabus” Powerpoint. On Canvas.
 |
|  | **11/9** | **Teaching Anthropology II*** Rotenberg, Robert. Fieldwork chapters. In *The Art & Craft of College Teaching: A Guide for New Professors & Graduate Students.* Walnut Creek: Left Coast, 2005. 207-215.
* Lindsay Bell (2013). “Five Simple Steps for Helping Students Write Ethnographic Papers.” *Teaching Culture* <http://www.utpteachingculture.com/five-simple-steps-for-helping-students-write-ethnographic-papers/>
* Rice, Patricia C. and David W. McCurdy. Excerpts from *Strategies in Teaching Anthropology*, 2nd Edition. Upper Saddle River, NJ: Prentice Hall, 2002. 48-94.
 |
|  | **11/16** | **Teaching Anthropology III*** Miles, H. Lyn White, and Christopher Marinello. “’I Didn’t Evolve from No Monkey’: Religious Narratives about Human Evolution in the Southeast.” In *Building Bridges in Anthropology: Understanding, Acting, Teaching, and Theorizing.* Edited by Robert Shanafelt. Knoxville: Newfound Press, 2012. 77-102.
* Lundy, Brandon D. “Making Africa Accessible: Bringing Guinea-Bissau into the University Classroom.” In *Building Bridges in Anthropology: Understanding, Acting, Teaching, and Theorizing.* Edited by Robert Shanafelt. Knoxville: Newfound Press, 2012. 147-174.
* *Understanding Race*. <http://www.understandingrace.org/home.html>
 |
|  | **11/24** | **THANKSGIVING BREAK: NO CLASS** |
|  | **11/28** | **DRAFT SYLLABUS DUE TO CANVAS**. Comment on at least 2 other syllabi by Friday. |
|  | **11/30** | **Teaching Anthropology IV*** Hendon, Julia A. “Feminist Perspectives and the Teaching of Archaeology: Implications from the Inadvertent Ethnography of the Classroom.” In *Feminist Anthropology: Past, Present, and Future.* Edited by Pamela L. Geller and Miranda K. Stockett. Philadelphia: University of Pennsylvania, 2006. 129-142.
* Kakaliouras, Ann M. “Toward a (More) Feminist Pedagogy in Biological Anthropology: Ethnographic Reflections and Classroom Strategies.” In *Feminist Anthropology: Past, Present, and Future.* Edited by Pamela L. Geller and Miranda K. Stockett. Philadelphia: University of Pennsylvania, 2006. 141-155.
* Anthropology and Sexual Harassment. Folder on Oncourse.
* Field Sites and Sexual Harassment: <https://www-chronicle-com.proxyiub.uits.iu.edu/specialreport/Field-Sites-Are-Rife-With/210?cid=wcontentgrid_hp_4>.
 |
|  | **12/7** | **Teaching Anthropology V*** hooks, bell. *Teaching to Transgress.* New York: Routledge, 2010.
 |
|  | **12/11** | **No class meeting.****PEDAGOGY STATEMENT RE-DRAFT DUE (TUESDAY).** |

**Recommended Reading (articles and chapters are on Canvas):**

Alcoff, Linda. “The Problem of Speaking for Others.” *Cultural Critique* (1991, Winter): 5-31. http://www.alcoff.com/content/speaothers.html

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