Welcome to Teaching Anthropology!

This seminar is designed to introduce graduate students to the theoretical and practical aspects of teaching and learning in higher education. Topics include critical and decolonizing pedagogies, theories of learning, course design and instructional strategies, inclusive teaching, and teaching in academic careers.

No previous teaching experience is necessary.

By the end of this course, you should be able to:

- Apply foundational instructional knowledge and skills in order to develop undergraduate and graduate courses, design effective lessons, assess learning goals, and evaluate your own teaching.
- Critically situate the teaching and learning of anthropology in a broader sociopolitical context that includes institutional organization, academic labor practices, and racial, gendered, and economic inequalities.
- Articulate your teaching philosophy and pedagogical approach to multiple audiences, including hiring and promotion committees, students, and colleagues.

Instructor: Angela C. Jenks, Ph.D.
ajenks@uci.edu | 949-824-3188
Office: SBSG 3304
Drop-in office hours: Wednesdays, 10am-12pm
Appointments: Mondays, 10am-12pm
(angelajenks.youcanbook.me)

Course Materials

All course materials, as well as additional recommended resource lists, can be accessed through the course website:
http://sites.uci.edu/teachinganthropologyf18/
COURSE REQUIREMENTS & GRADING

1) Seminar Participation and Discussion Leadership (15%)

This class depends on student presence and engagement. Participation includes: being present in class and having completed the assigned readings; being able to constructively discuss the readings; and listening with integrity to what other students have to say.

This class will include extensive peer review and discussion of each students’ work. You should plan to engage in close reading of your colleagues’ work and to offer detailed, thoughtful feedback. You can expect to also receive such feedback from your colleagues.

In addition, you will facilitate two class discussions. You may conduct these sessions in any manner you choose, but your facilitation should focus on encouraging thoughtful discussion about the ideas raised in and related to the assigned reading.

2) Collective Annotation (15%)

The class will collectively annotate 1-2 assigned readings each week using Perusall.com. To access the site, log in with your UCI Google account, and input our course code (sent via email).

You should contribute at least five (5) substantive annotations to each reading. Annotations may be thoughtful questions, comments, or context that you want to add. Some of your annotations may be in response to comments that your colleagues have already made.

Please complete your annotations by noon on Thursday and read through your colleagues’ responses before class.

3) Weekly Assignments (30%)

Each week, you will be asked to complete a series of small assignments that relate to the weekly theme and/or contribute to your final teaching portfolio. These include written reflections, activities supporting course and syllabus design, explorations of various teaching strategies, and professional/career materials. Detailed assignment instructions and templates are available on the course website.

RESOURCES

The following resources are RECOMMENDED to help you become familiar with the scholarship of teaching and learning in higher ed. Additional recommended resources are available under each week’s materials on the course website.

Books
Rice and McCurdy, Strategies in Teaching Anthropology
Kottak et al., Teaching Anthropology: Problems, Issues, and Decisions
Bain, What the Best College Teachers Do
Lang, Small Teaching: Everyday Lessons from the Science of Learning
Svinicki and McKeachie, McKeachie’s Teaching Tips
Nilson, Teaching At Its Best: A Research-Based Resource for College Instructors

Journals and Periodicals
Teaching Anthropology (RAI)
Teaching & Learning Anthropology Journal
Teaching Tools, Cultural Anthropology
Learning & Teaching in the Social Sciences
Teaching in Higher Education
The Chronicle of Higher Education
Inside Higher Ed
Faculty Focus
Pedagogy Unbound

Podcasts
Stachoviak, B., Teaching in Higher Ed

At UCI
Division of Teaching Excellence & Innovation
ACCESS & SUPPORT

I am committed to providing an inclusive learning environment. Please communicate with me as soon as possible about any needs (academic or personal) that may impact your ability to succeed in this course so we can identify accessible solutions.

The **UCI Disability Services Center** assists students whose disabilities include orthopedic, visual, hearing, learning, chronic health, and psychological disabilities. You can contact the center at 949-824-7494 or [http://disability.uci.edu](http://disability.uci.edu).

The **Graduate Counselor**, Dr. Phong Luong, provides support and referral services to graduate students and post-doctoral scholars. Email pbluong at uci dot edu.

The **FRESH Basic Needs Hub** in Lot 5, 4079 Mesa Rd., provides free need-based food and toiletry items to all students with a UCI ID.

The **UAW Student-Workers Union – Local 2865** represents student-workers (including Teaching Assistants) across the UC system. For more information about your rights as a student worker, contact information for your representative, or filing a grievance, visit [http://www.uaw2865.org/](http://www.uaw2865.org/)

COURSE REQUIREMENTS & GRADING

4) **Classroom Observations**

Observe five (5) undergraduate class sessions during the quarter and record your notes in a log. These logs will be submitted with a synthesizing reflection in your final portfolio.

5) **Teaching Portfolio (40%)**

At the end of the course, you will submit a portfolio consisting of final versions of:

- A statement of teaching philosophy
- Two sample course syllabi (one undergraduate and one graduate)
- Classroom observation log & reflections
- Sample class assignment
- Sample in-class activity
- Sample digital instructional tool

ACKNOWLEDGEMENTS

This syllabus builds on, adapts, and in some cases, reproduces ideas and language from the work of several educators. These include:

- Jill Fleuriet, *Teaching Anthropology*, University of Texas, San Antonio
- Jennifer Meta Robinson, *Teaching Anthropology*, Indiana University
- Elizabeth (Betsy) Barre, Joshua Eyler, and Robin Paige, *Principles of Effective College Teaching*, Rice University
- Chris Kirk, *Supervised Teaching in Anthropology*, University of Texas, Austin

Front page photo by Mikael Kristenson on Unsplash.

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# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATE</th>
<th>WHAT TO READ</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
• Fortun, Kim. 2018. “Ends of Undergraduate Anthropology Education?” | Reflection on your own learning experiences |
• Ambrose, Susan A., Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman. 2010. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Chapter 3. | Draft course descriptions for two courses (one undergraduate and one graduate) that you’ll be developing throughout the quarter |
| **Week 2: Course Preparation and Design**     | 10/12 | • Wiggins, Grant and Jay McTighe. 2005. "Gaining Clarity on Our Goals." Pg. 56-73 in *Understanding By Design*.  
• "Bloom's Taxonomy," Vanderbilt Center for Teaching. *Action Verbs for Bloom’s Taxonomy*, Utica College  
### Course Schedule

<table>
<thead>
<tr>
<th>Week 3: Assessment and Grading</th>
<th>10/19</th>
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</thead>
<tbody>
<tr>
<td><strong>Bean, John C. 2011. “Formal Writing Assignments” and “Designing Tasks to Promote Active Thinking and Learning.” In Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Walvoord, Barbara E. and Virginian Johnson Anderson. “Effective Grading: A Tool for Learning and Assessment.” Review by David Adams.</strong></td>
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</tr>
<tr>
<td><strong>Stevens, Dannelle D., Antonia J. Levi, and Barbara E. Walvoord. 2012. “What is a Rubric?” and “How to Construct a Rubric?” Chapters 1 and 3 in Introduction to Rubrics: An Assessment Tool to Save Grading, Convey Effective Feedback, and Promote Student Learning.</strong></td>
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<tr>
<td><strong>Stommel, Jesse. “Why I Don’t Grade” and “How to Ungrade.”</strong></td>
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<tr>
<th>Week 4: Strategies for Effective Teaching</th>
<th>10/26</th>
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<tr>
<td><strong>Nilson, Linda B. 2016. Teaching at its Best. Excerpts.</strong></td>
<td></td>
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<tr>
<td><strong>Reeves Sanday, Peggy and Karl Jannowitz. 2004. “Public Interest Anthropology: A Boasian Service-Learning Initiative.” Michigan Journal of Community Service Learning. 10: 64-75. (Perusall) [This article is part of a special volume on Service Learning and Anthropology. You can see the entire volume here.</strong></td>
<td></td>
</tr>
</tbody>
</table>

For each course you are developing: 1) Draft an assignment that serves a summative assessment; and 2) Identify a classroom assessment technique you might use for formative assessment.

Continuing with the process of backward course design, identify the major instructional strategies each of your courses will use (i.e., lectures, discussions, problem-based learning, fieldwork, etc.).

Outline the course structure and weekly topics.

Begin to sketch out course content (assigned readings, etc.), though I don’t expect you to have a completed schedule at this point.
## COURSE SCHEDULE

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<tr>
<th>Week 5: Inclusive and Decolonizing Pedagogies</th>
<th>11/2</th>
<th>Continue working on the course schedules for each of your syllabi, identifying the specific content, materials, and activities you plan to use. Draft a statement on accessibility (consider the models here).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lindemann, Kurt. 2011. &quot;Performing (Dis)Ability in the Classroom: Pedagogy and (Con)Tensions.&quot; <em>Text and Performance Quarterly</em> 31(3): 285-302. (Perusall)</td>
<td>11/2</td>
<td>Continue working on the course schedules for each of your syllabi, identifying the specific content, materials, and activities you plan to use. Draft a statement on accessibility (consider the models here).</td>
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<td>• Kardia, Diana B. and Mary C. Wright. 2004. &quot;Instructor Identity: The Impact of Gender and Race on Faculty Experiences with Teaching.&quot; University of Michigan Center for Research on Learning and Teaching (CRLT) Occasional Paper, No. 19.</td>
<td>11/2</td>
<td>Continue working on the course schedules for each of your syllabi, identifying the specific content, materials, and activities you plan to use. Draft a statement on accessibility (consider the models here).</td>
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<tr>
<td>• Allen, Jafari Sinclaire and Ryan Cecil Jobson. 2016. &quot;The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties.&quot; <em>Current Anthropology</em> 57(2): 129-148. (Perusall)</td>
<td>11/2</td>
<td>Continue working on the course schedules for each of your syllabi, identifying the specific content, materials, and activities you plan to use. Draft a statement on accessibility (consider the models here).</td>
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<td>• Tunstall, Elizabeth (Dori) and Jennifer Esperanza. 2016. &quot;Decolonizing Anthropology Textbook Covers.&quot; <em>Savage Minds</em>, June 20.</td>
<td>11/2</td>
<td>Continue working on the course schedules for each of your syllabi, identifying the specific content, materials, and activities you plan to use. Draft a statement on accessibility (consider the models here).</td>
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<th>Week 6: Teaching Challenges</th>
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<th>Continue working on the two syllabi you are developing. Draft course policies for late or missed work, technology use, attendance, and grade appeals. See this advice guide for some suggested considerations. Complete the first draft of your statement of teaching philosophy, building on your initial reflection from the beginning of the course and our readings and discussions thus far. For additional advice, see Jenks, <em>Crafting a Statement of Teaching Philosophy</em>.</th>
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<td>• Huston, Therese. 2012. <em>Teaching What You Don't Know</em>. Excerpt.</td>
<td>11/9</td>
<td>Continue working on the two syllabi you are developing. Draft course policies for late or missed work, technology use, attendance, and grade appeals. See this advice guide for some suggested considerations. Complete the first draft of your statement of teaching philosophy, building on your initial reflection from the beginning of the course and our readings and discussions thus far. For additional advice, see Jenks, <em>Crafting a Statement of Teaching Philosophy</em>.</td>
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<td>• Warner, John. 2018. &quot;Another Terrible Idea from Turnitin.&quot; <em>Inside Higher Ed</em>, February 6.</td>
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<td>Continue working on the two syllabi you are developing. Draft course policies for late or missed work, technology use, attendance, and grade appeals. See this advice guide for some suggested considerations. Complete the first draft of your statement of teaching philosophy, building on your initial reflection from the beginning of the course and our readings and discussions thus far. For additional advice, see Jenks, <em>Crafting a Statement of Teaching Philosophy</em>.</td>
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<td>• Blum, Susan. &quot;No Magic Bullet&quot; and &quot;Conclusion: What is to be Done?&quot; In <em>My Word! Plagiarism and College Culture</em>. (Perusall)</td>
<td>11/9</td>
<td>Continue working on the two syllabi you are developing. Draft course policies for late or missed work, technology use, attendance, and grade appeals. See this advice guide for some suggested considerations. Complete the first draft of your statement of teaching philosophy, building on your initial reflection from the beginning of the course and our readings and discussions thus far. For additional advice, see Jenks, <em>Crafting a Statement of Teaching Philosophy</em>.</td>
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<td>• Lang, James. &quot;Fudging Learning Environments.&quot; In <em>Cheating Lessons: Learning from Academic Dishonesty</em>. (Perusall)</td>
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<td>• Roll, Nick. 2017. &quot;Teaching Anthropology in a Red State.&quot; <em>Inside Higher Ed</em>, December 1.</td>
<td>11/9</td>
<td>Continue working on the two syllabi you are developing. Draft course policies for late or missed work, technology use, attendance, and grade appeals. See this advice guide for some suggested considerations. Complete the first draft of your statement of teaching philosophy, building on your initial reflection from the beginning of the course and our readings and discussions thus far. For additional advice, see Jenks, <em>Crafting a Statement of Teaching Philosophy</em>.</td>
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<td>• McMillan Cottom, Tressie. 2013. &quot;The Discomfort Zone.&quot; <em>Slate</em>, December 3.</td>
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| | | Morris, Sean Michael. 2017. "Reading the LMS Against the Backdrop of Critical Pedagogy."  
| | | * Cultural Anthropology, Teaching Tools series Teaching with Digital Technology:  
| | | o An Introduction  
| | | o Online Classes  
| | | o In-Class Applications  
| | | Design and deliver a 15-minute teaching demonstration on any topic from the undergraduate syllabus you designed. For additional advice, see Jenks, Preparing Your Teaching Demonstration.  
| Week 8: No Class | 11/23 | No class: Thanksgiving Holiday  
| | | Reflect on the classroom observations you have conducted so far this quarter. What patterns or trends have you noticed? How have various instructors addressed teaching challenges? Come to class prepared to discuss 2-3 observations (teaching strategies, techniques, tools, etc.) that you might use to develop or improve your own teaching.  
| | | Browse through the sample digital classroom activities, assignments, and resources listed on the course website and consider a way you might incorporate a digital tool into one of the courses you are developing.  
| | | Write a brief overview that 1) describes the activity/assignment/tool you propose to use; 2) identifies how and where this activity fits within the course you are developing; and 3) explains how the digital tool helps students meet learning objectives.