

Teaching Anthropology

Anthro 289



Spring 2022

Mondays
12:00-2:50pm

SBSG 3323/Zoom

COURSE DESCRIPTION & OBJECTIVES

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 liberatory 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 skills 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 framework that includes theories of knowledge and power; institutional organization; academic labor practices; and racial, gendered, and economic inequities.
- Articulate an intentional teaching philosophy and pedagogical approach to multiple audiences, including students, colleagues, and hiring and promotion committees.

This course fulfills most requirements for UCI's Certificate in Teaching Excellence Program (CTEP). To receive the certificate, you should: 1) submit proof of completion of the course to the CTEP coordinator and 2) schedule three observations of your own teaching. Observations can be completed at any time before, during, or after this course.

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Office hours: Wednesdays, 2-4pm
(angelajenks.youcanbook.me), or by appointment

Course Materials

All course materials, as well as additional recommended resource lists, can be accessed through the course site at: <https://sites.uci.edu/teachinganthropologys22/>

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 Sociology](#)

[Teaching in Higher Education](#)

[The Chronicle of Higher Education](#)

[Inside Higher Ed](#)

Podcasts

Stachoviak, B., [Teaching in Higher Ed](#)

At UCI

[Division of Teaching Excellence & Innovation](#)

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**. 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 pairs or small groups, you will **facilitate two class discussions**. You may conduct these sessions in any manner you choose to encourage thoughtful discussion about the ideas raised in and related to the assigned readings. I encourage you to experiment with your pedagogy during these sessions.

2) Collective Annotation (15%)

The class will collectively annotate 1-2 assigned readings each week using Perusall.com. Please 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 Sunday 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.

ACCESS & SUPPORT

I am committed to providing an inclusive learning environment. If at any point during the course you encounter a circumstance (physical, mental, cognitive, familial, religious, legal, etc.) that affects your ability to fully access and participate in this course, you are welcome to contact me to discuss your specific needs. Please note that you are not required to disclose private or medical information.

I also encourage you to contact the **UCI Disability Services Center**. If you have a diagnosis, DSC can help you document your needs and create an accommodation plan.

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** 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. Visit the website for more information about your rights as a student worker and to contact your representative.

COURSE REQUIREMENTS & GRADING

4) Classroom Observations (10%)

Observe three (3) 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 (30%)

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

- A statement of teaching philosophy
- Two annotated course syllabi (one introductory and one upper-division or graduate-level)
- Classroom observation log & reflections
- Sample class assignment
- Sample in-class activity

COURSE MODALITY

This course is scheduled to meet in-person. University and public health guidelines strongly recommend the use of high-filtration face masks in indoor public settings. Please do not come to class if you have any symptoms or if you suspect or know that you have been exposed to COVID-19. A **remote option** will be available via Zoom for each course meeting. You are welcome to participate remotely whenever you would like.

ACKNOWLEDGEMENTS

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

- Jill Fleuret, *Teaching Anthropology*, University of Texas, San Antonio
- Jennifer Meta Robinson, *Teaching Anthropology* and *Advanced Seminar in Pedagogy: Knowledge, Power, and Pedagogy*, Indiana University
- Elizabeth (Betsy) Barre, Joshua Eyler, and Robin Paige, *Principles of Effective College Teaching*, Rice University
- Chris Kirk, *Supervised Teaching in Anthropology*, Univ. of Texas, Austin
- Michel Estefan, *Teaching Sociology*, University of California, San Diego

Front page photo by [Mikael Kristenson](#) on [Unsplash](#).

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COURSE SCHEDULE

TOPIC	DATE	WHAT TO READ	ASSIGNMENTS
Week 1: The Context and Purpose of Higher Education	3/28	<ul style="list-style-type: none"> Gusterson, Hugh. 2017. "Homework: Toward a Critical Ethnography of the University." <i>American Ethnologist</i> 44 (3): 435-450. Boggs, Abigail, Eli Meyerhoff, Nick Mitchell, and Zach Schwartz-Weinstein. 2019. "Abolitionist University Studies: An Invitation." <i>Abolitionjournal</i>, https://abolitionjournal.org/abolitionist-university-studies-an-invitation/. hooks, bell. 1994. <i>Teaching to Transgress</i>. Selections. (Perusall) 	<p>Sign up to lead class discussions</p> <p>Begin planning classroom observations</p>
Week 2: Understanding Students and How They Learn	4/4	<ul style="list-style-type: none"> Blum, Susan D. 2017. "<i>I Love Learning; I Hate School</i>": <i>An Anthropology of College</i>. Chapter 1. Brown, Peter C., Henry L. Roediger III, and Mark A. McDaniel. 2014. "Learning is Misunderstood" and "Make it Stick." In <i>Make it Stick: The Science of Successful Learning</i>. (Perusall) Lave, Jean. 1996. "Teaching, as Learning, in Practice." <i>Mind, Culture, and Activity</i> 3 (3): 149-164. (Perusall) Martinez-Cola, Marisela et al. 2018. "When Pedagogy is Painful: Teaching in Tumultuous Times." <i>Teaching Sociology</i> 46 (2): 97-111. 	<p>Draft reflection on your own learning experiences</p> <p>List two courses (one intro/lower-division and one upper-division/graduate) that you'll be developing throughout the quarter and describe potential student audiences.</p>
Week 3: Course Preparation and Design	4/11	<ul style="list-style-type: none"> Bain, Ken. 2004. "How Do They Prepare to Teach?" Pg. 48-67 in <i>What the Best College Teachers Do</i>. Wiggins, Grant and Jay McTighe. 2005. "Backward Design." Pg. 13-34 in <i>Understanding By Design</i>. Kottak, Conrad, Jane J. White, Richard H. Furlow, and Patricia C. Rice, eds. 1997. <i>The Teaching of Anthropology: Problems, Issues, and Decisions</i>. Excerpts. (Perusall) 	<p>For each course you are developing: 1) Write 3 learning outcomes; and 2) List specific skills students will develop.</p> <p>Optional: 3) Create a visual representation of these outcomes/skills.</p>
Week 4: Assessment and Grading	4/18	<ul style="list-style-type: none"> Bean, John C. 2011. "Designing Tasks to Promote Active Thinking and Learning." In <i>Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom</i>. Angelo, Thomas A. and K. Patricia Cross. 1993. <i>Classroom Assessment Techniques: A Handbook for College Teachers</i>. Excerpts. Walvoord, Barbara E. and Virginia Johnson Anderson. "Effective Grading: A Tool for Learning and Assessment." Review by David Adams. Blum, Susan, ed. 2020. <i>Ungrading: Why Rating Students Undermines Learning, and What to Do Instead</i>. Excerpts. (Perusall) Lang, James. 2013. "Cheating Lessons, Parts 1, 2, & 3." <i>Chronicle of Higher Education</i>. 	<p>For each course you are developing: 1) Draft course assignments that align with outcomes; 2) Outline course grading information; 3) Identify a classroom assessment technique you might use for formative assessment.</p>

COURSE SCHEDULE

Week 5: Instructional Strategies & Techniques	4/25	<ul style="list-style-type: none"> • Nilson, Linda B. 2016. <i>Teaching at its Best</i>. Excerpts. • Jenks, Angela. 2022. "Reshaping General Education as the Practice of Freedom." In <i>Applying Anthropology to General Education</i>, edited by Jennifer R. Wies and Hillary J. Haldane, 61-79. • Wightman, Abigail. 2019. "Diversity, Difference, and Safety: Adapting Service-Learning for Diverse Students." <i>Teaching and Learning Anthropology Journal</i> 2(2). • Ruth, Alissa et al. 2022. "Teaching Ethnographic Methods for Cultural Anthropology: Current Practices and Needed Innovation." <i>Teaching Anthropology</i> 11 (2): 59-72. • Rice, Patricia, David McCurdy, and Scott Lukas, eds. 2011. <i>Strategies in Teaching Anthropology, 6th Edition</i>. Selections. 	For each course you are developing: 1) identify the major instructional strategies each of your courses will use (i.e., lectures, discussions, problem-based learning, fieldwork, etc.); and 2) begin outlining the weekly topics and course content (assigned readings, etc.).
Week 6: Inclusive Teaching and Dynamics of Care	5/2	<ul style="list-style-type: none"> • Gradel, Kathleen and Alden J. Edson. 2010. "Putting Universal Design for Learning on the Higher Ed Agenda." <i>J. Educational Technology Systems</i> 38(2): 111-121. • Strachan, Samantha L. 2020. "The Case for the Caring Instructor." <i>College Teaching</i> 68 (2): 53-56. • Cruthers, Arley. 2021. "An Incomplete History of My Teaching Body." In <i>Voices of Practice: Narrative Scholarship from the Margins</i>, edited by Sean Michael Morris, Lucy Rai, and Karen Littleton. Hybrid Pedagogy, Inc. • Pittman, Chavella and Thomas J. Tobin. 2022. "Academe has a lot to learn about how inclusive teaching affects instructors." <i>Chronicle of Higher Ed</i>, Feb 7. • Williams, Bianca. 2016. "Radical Honesty: Truth-telling as pedagogy for working through shame in academic spaces." In <i>Race, Equity, and the Learning Environment</i>, edited by Frank Tuitt, Chayla Haynes, and Saran Stewart. Sterling, Virginia: Stylus. • Sims, Jennifer. 2017. "Letter 7." In <i>Stories from the Front of the Room: How Higher Education Faculty of Color Overcome Challenges and Thrive in the Academy</i>, edited by Michelle Harris, Sherrill L. Sellers, Orly Clerge, and Frederick W. Gooding, Jr. 	For each course you are developing: 1) Draft a course accessibility statement; 2) Draft course policies for late or missed work, attendance, and grade appeals; 3) Continue working on the course schedule, identifying the specific topics, content, and materials you plan to include.

COURSE SCHEDULE

Week 7: Teaching Anthropology for Liberation	5/9	<ul style="list-style-type: none"> • Hammond, Joyce, et al. 2009. "Interrogating Cultural Anthropology Text Covers: Intended Messages, Received Meanings." <i>Visual Anthropology Review</i> 25 (2): 150-171. • Hunsecker, Jennifer. 2015. "Teaching Race in Anthropology." In <i>Teaching About Race in Introductory Anthropology Courses: An Ethnographic Study</i>. • Judge, Andrew, Sherry Fukuzawa, and Jonathan Ferrier. 2021. "Local Indigenous ways of knowing and learning in the classroom through community-engaged learning." <i>Teaching Anthropology</i> 10(4). • Buell, Rebecca, et al. 2019. "Decanonizing Anthropology." <i>Footnotes</i>, February 15. • Torres, M. Gabriela and Dianna Shandy. 2019. "Transforming Teaching Towards Empowered Learning: What #MeToo Taught Us About Anthropology." <i>Teaching and Learning Anthropology</i> 2 (2): 62-71. 	For each course you are developing, continue working on the course schedule.
Week 8: Evaluating & Improving Teaching	5/16	<ul style="list-style-type: none"> • Huston, Therese. 2012. <i>Teaching What You Don't Know</i>. Excerpt. • Gooblar, David. 2019. "Revise Your Teaching," in <i>The Missing Course: Everything They Never Taught You about College Teaching</i>. • Linse, Angela R. 2017. "Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees." <i>Studies in Educational Evaluation</i> 54:94-106. (Perusall) • Berk, Ronald A. 2005. "Survey of 12 Strategies to Measure Teaching Effectiveness." <i>International Journal of Teaching and Learning in Higher Education</i>. 17(1): 48-62. • Tight, Malcolm. 2018. "Tracking the scholarship of teaching and learning." <i>Policy Reviews in Higher Education</i> 2(1): 61-78. 	<p>Look over this self assessment worksheet and consider revisions you might make to your syllabus/course more accessible.</p> <p>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.</p>
Week 9: Teaching Careers	5/23	<ul style="list-style-type: none"> • McMillan Cottom, Tressie. 2014. "The New Old Labor Crisis." <i>Slate</i>, January 24. • Buller, Jeffrey L. 2009. "What Kind of Professor Are You?" in <i>The Essential College Professor: A Practical Guide to an Academic Career</i>. • Gannon, Kevin. 2016. "The Hiring Process at Teaching Colleges." <i>Chronicle Vitae</i>, July 7. • drmellivora. 2013. "Surviving the Research to Teaching Transition." <i>Tenure, She Wrote</i>, October 3. 	
Week 10: No Class (Memorial Day)	5/30		