

Teaching Anthropology

ANTH 6401 – Spring 2023

Time: Th 5:30 – 8:15pm

Location: Macy 207

Instructor: Dr. Lydia E. O. Light

Office: Barnard 215

Email: llight1@uncc.edu

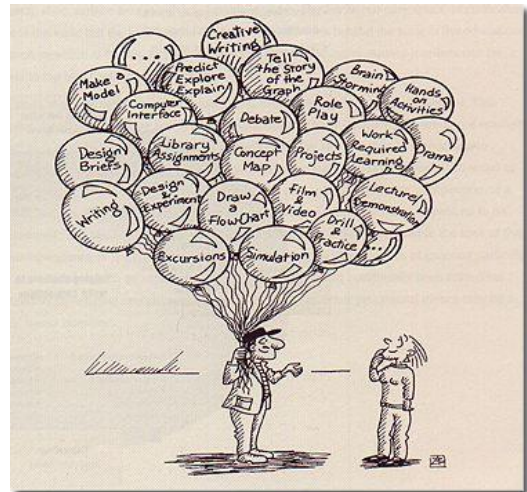
Office Hours: by appointment



COURSE DESCRIPTION

This graduate seminar will delve into primary practical, pedagogical, and professional matters in teaching in higher education. The goals of the course are to expose you to the myriad variables involved in developing a course and to develop pedagogical and professional skills necessary to securing a teaching position and teaching effectively. Throughout the semester, you will develop a teaching e-portfolio. The objectives of the course are:

1. To develop introductory, upper-level undergraduate, and graduate syllabi that clearly reflect your pedagogy and integrate current SoTL best practices in student engagement and assessment,
2. To chart your approach to the complex relationship between the design of a course, personal pedagogical perspectives, the structure of higher education, and current events,
3. To produce a teaching e-portfolio that includes a statement of teaching philosophy; example syllabi, assessments, and lesson cycles.



TEACHING PHILOSOPHY

My approach to teaching focuses on the power of experiential knowledge. Therefore, I include as many opportunities for my students to emotionally engage with the material presented. I also feel that students in my courses should be gaining skills that apply to other courses and professionalism in general.

****Statement on Social Justice: As anthropologists, we are committed to making the world safe for human differences, and to serving students of all identities and from all backgrounds. As such, this class is explicitly anti-racist. I will not tolerate racist and discriminatory language and beliefs.

****Statement on Gender Equality: This course affirms people of all gender expressions and gender identities. If the name listed on the class roster is incorrect, please let me know. Please correct me on your gender pronoun if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me.

REQUIRED COURSE TEXTS

We will be using texts and a series of websites, essays, and articles. The texts are available in e-book or in physical copy. They may also be available through the UNC Charlotte library as free e-books – be sure to check. So might your public library. Used books are fine, but be sure it is the appropriate edition. All remaining readings will be available via Canvas and links in the Calendar at the end of this document.

Books

1. Burge, Gary M. (2015). *Mapping Your Academic Career: Charting the Course of a Professor's Life*. IVP Academic. 132 pages. Approx. \$18 new.
2. hooks, bell. (2009). *Teaching Critical Thinking: Practical Wisdom*. Routledge. 184 pages. Approx. \$40 new.
3. Johnson, Aaron. (2013). *Excellent! Online Teaching: Effective Strategies for a Successful Semester Online*. Aaron Johnson (self-published). 50 pages. Approx. \$7 new.
4. Neuhaus, Jessamyn. (2019). *Geeky Pedagogy: A Guide for Intellectuals, Introverts, and Nerds Who Want to Be Effective Teachers*. West Virginia University Press. Morgantown, VA. 160 pages. Approx. \$22.
5. Zakaria, Fareed. (2015). *In Defense of a Liberal Education*. W.W. Norton & Company. New York, NY. Approx. 170 pages. \$20 new.

Teaching Blogs/Podcasts or SoTL Research Article

You can select either a free teaching blog/podcast of your choice, a SoTL (Scholarship of Teaching & Learning) article, or an article from *The Chronicle of Higher Ed*. The only criterion for the blog of podcast is that it has enough regular entries that you can read and discuss at least one entry per week. *The Chronicle of Higher Ed* is the go-to, fast-breaking news and opinion site for higher ed. You'll sign up for the Teaching newsletter (checked below) and any one other e-newsletter, based on your preference. How to sign up: go to www.chronicle.com and sign up for a free account using your UNC Charlotte email. Then scroll to the very bottom of the homepage, click "Get Newsletters," select the Teaching newsletter and one other option of your choice. You will read and discuss on at least one article per week. Free.

COURSE REQUIREMENTS

You are expected to **take responsibility for your learning** in this course. This includes attending seminar, leading seminar when assigned, completing assigned readings, participating in class discussions, turning in all assignments on time and keeping up to date on Canvas. This course will combine: regular classroom observations; discussion and application of theoretical, research, and reflective articles/essays; and practical skill-building as it relates to basic course design and the development of a marketable teaching portfolio. The skills and materials for each week contribute to the final assessment. **It is absolutely essential that you come fully prepared to each class.**

Leading Reading Discussion: Each student will lead a least one, 35-minute reading discussion during the semester. Discussion leads are expected to use active learning techniques to engage their peers, deepen understanding of the readings and connections to course themes and the emerging teaching portfolio.

Viewpoints Exercise: Each class will begin with students exchanging important takeaways from two of three sources: the *Chronicle of Higher Education*, a primary research article on teaching (this literature is called SoTL: Scholarship of Teaching and Learning), or a podcast/blog/teaching website of your choice. Each week, students will break into small groups at the beginning of class to discuss their major takeaways from these sources. After the small group discussion, students will submit their primary takeaways, which will be collated into the “Viewpoints” document linked in Canvas. Students are encouraged to use these Viewpoints as they develop their portfolio.

Assignments: Assignments are due before class and during class – see calendar. Assignments emphasize the marriage of philosophical conversations about teaching with practical skills or considerations for the syllabus/course you are developing for your teaching portfolio. We will discuss, workshop, or otherwise improve the assignment during the class meeting time.

Participation: Seminar courses are most productive and rewarding when everybody comes prepared and everybody participates. During class, please monitor your contributions so that everyone has the opportunity to participate. In this way, you will be significantly contributing to an ongoing, constructive dialogue about course materials.

Final Assessment – Teaching E-Portfolio: In lieu of taking a final exam, students will submit a link to a teaching e-portfolio for their final assessment in the course. Details will be provided on Canvas. The link to the Teaching E-Portfolio is due on Canvas by the end of the exam period noted on the syllabus calendar.

****** *If it becomes apparent that you are not carefully reading the materials for the course, I reserve the right to alter the expectations to require a written exercise on the reading for each class.* ******

GRADING

This course will be embracing the “ungrading” policy that has been developed recently (see the [recent edited volume by Drs. Alfie Kohn and Susan Blum here](#)). This **DOES NOT MEAN** that you do not have work to complete for this course. What it does mean is that when you complete an assignment, you will receive full credit and *extensive* feedback from me and you are expected to read that feedback and implement it for future assignments. At midterm and at the end of the semester, you will be asked to tell me what grade (A, B, C, D, or F) you think you deserve and to justify that assessment in relation to your performance throughout the course. While I will ultimately be responsible for assigning your final grade, I will rely mostly on your self-assessments.

REGULAR CLASS DAY SCHEDULE

Time	Activity	# People	Directions & Roles
5:30-5:50	Welcome, Goals and Examples	Whole class	
5:50-6:15	Viewpoints	2 or 3 people	<ul style="list-style-type: none"> • Discuss 2 of 3 (CHE, SoTL, or blog piece) per person • Decide on takeaway messages • Type takeaway messages into Canvas • Extra time? Discuss which you will apply to your teaching philosophy and why
6:15-6:30	Peer review of assignment(s)	Pairs	<ul style="list-style-type: none"> • Spend at least 5 minutes on peer review • Spend at least 5 minutes discussing peer review & connecting it to Viewpoints and Teaching Philosophy
6:30-6:45 – Break			
6:45-7:15	Student-led Reading Discussions & Activities	<i>varies</i>	
7:15-7:30	Peer review of assignment(s)	Pairs	<ul style="list-style-type: none"> • Spend at least 5 minutes on peer review • Spend at least 5 minutes discussing peer review & connecting it to Viewpoints and Teaching Philosophy
7:30-7:40	Catch-up time		
7:40-8:00	Next assignments: explanation with examples; muddiest point	Whole class	<ul style="list-style-type: none"> • Lydia will review next assignment & provide examples • Students will raise any muddy points, additional thoughts, questions on class administration

CLASSROOM BEHAVIOR

My classroom is a place where open-minded, independent thinking is encouraged. To facilitate this environment, you are expected to act with respect and maturity towards your fellow students, the instructor, and any visiting speakers. Some of the material covered in class may be perceived as controversial. Please remain respectful of your classmates (and instructor) during discussions of such nature. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

COMMUNICATION POLICY

I try to be available as much as possible. In addition to being available during office hours, feel free to email me at light1@uncc.edu with questions. I will respond to emails within 24 hours, but usually much sooner. However, if there is no question in the email that needs to be answered or the question is explicitly stated here in the syllabus, this email will not be of high priority to me and may not be answered quickly.

POLICY ON VISITORS IN THE CLASSROOM

Academia is not structured in a way that is conducive to the multi-faceted lives of our student body here at UNC Charlotte and elsewhere throughout the country. Due to these structural limitations, I explicitly welcome guests in the classroom in the event that other arrangements cannot be made. This includes breastfeeding infants, school-aged children with school holidays, young children for whom regular childcare is temporarily not available, older individuals under your care, and any other reasonable situation. If you plan to bring a guest to class, please consider the nature of the material to be covered in class that day as many of our course discussions will include mature topics.

ON CAMPUS RESOURCES AND UNIVERSITY POLICIES

Jamil Niner Student Pantry (JNSP): Food insecurity is defined by the USDA as “a lack of access to enough food for an active, healthy life.” Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on-campus food pantry. The JNSP is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please see the website at <https://ninerpantry.uncc.edu/> for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

Office of Identity, Equity, and Engagement: A diverse student body is one of UNC Charlotte’s most powerful tools for preparing future graduates for careers in an increasingly globalized society. If you hold marginalized identities or you are looking for ways to support your colleagues through allyship, the Division of Student Affairs offers [a variety of diversity programs and services](#) related to ability/disability, gender identity, language, race, religion, sexual orientation, socioeconomic status, and other forms of diversity.

Title IX Reporting Policy: UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. **Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator.** This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) [University Counseling Center](#) (7-0311); or (2) [Student Health Center](#) (7-7400); or (3) Department of Athletics

psychologist (tbrandt5@uncc.edu). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Academic Assistance & Accommodations: I encourage all of my students to seek out additional assistance if they are concerned about their academic performance (and even if they are not). I am always available to meet with students either during my office hours or by appointment. In addition, the university provides a number of services designed to help students excel academically. Students in this course seeking accommodations to disabilities must first consult with the [Office of Disability Services](#) and follow the instructions of that office for obtaining accommodations.

Scholastic Dishonesty: While I recognize that adjusting to college academics can be a challenging time, I do not tolerate any form of academic dishonesty in my class. I will not tolerate any attempts to manipulate grading opportunities or misappropriate credit for work done and will penalize any student violating the university policies on scholastic dishonesty. I reserve the right to ask students to demonstrate that graded assignments completed outside of class are their own work. All students are required to read and abide by the [Code of Student Academic Integrity](#). Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code.

Ethical Learning Expectations: All students and instructors are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person’s actual or perceived race, actual or perceived gender, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility.

Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct. All students are required to abide by the [UNC Charlotte Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

REVISIONS POLICY

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by changes to this syllabus posted on the course in Canvas.

*** This syllabus contains the policies and expectations I have established for Seminar in Teaching Anthropology. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

TENTATIVE SCHEDULE – SUBJECT TO CHANGE

Date	Week	Course Section	Class Topic and Student Leaders	Complete Before Class			During Class Assignment	
				Philosophical Readings on Teaching	Viewpoints Readings	Assignment due in Canvas		
Jan 12	1	Knowledge	Introduction Leader: Lydia				Choose weeks	
Jan 19	2		Life Course of Teaching: The Life of a Faculty Member Leader:	Zakaria (all)		Teachers, Training & Experience Assignment	Higher Education Assignment	
Jan 26	3		Pedagogy: SoTL Leader:	Neuhaus: Intro & Ch 1	Burge: Preface, Cohort One	ID & prep blog post & Chronicle for discussion	Versioning Assignment	You, the Professor Assignment
Feb 2	4		Pedagogy: Hidden Curriculum & Inclusive Teaching Leader:	hooks: Ch 1-10	Baldwin 1963		Teaching Philosophy I Assignment	Complete Learning Styles Inventory
Feb 9	5		Pedagogy: Interventions Leader:	hooks: Ch 11-15	Sensoy & DiAngelo 2009		Diversity Statement I Assignment	Diversity & Social Justice Assignment
Feb 16	6	Application	Course Design Leader:	hooks: Ch 16-20	Mogstad & Tse 2018		Goals, Learning Objectives, and Texts Assignment	Dissect Syllabi Assignment
Feb 23	7		Student Engagement & Belonging I Leader:	hooks: Ch 21-25	Johnson 2020	Interviews of Instructors Assignment	Student Engagement Assignment	
Feb 27 – Mar 4		NO CLASS – SPRING RECESS						
Mar 9	8	Application	Lesson Cycle & Public Speaking Leader:	hooks: Ch 26-30	van Nostrand 2019	ID & prep blog post & Chronicle for discussion	Lesson Cycle Assignment	Public Speaking Assignment

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Mar 16	9		Assessment Leader:	Neuhaus: Ch 2, 4	Rawlusk 2018		Assessment & Evaluation Assignment	Active Learning Assignment
Mar 23	10		Student Engagement & Belonging II Leader:	Watch Love on Abolitionist Teaching	Tejeda & Espinoza 2003		High Impact Practices Assignment	Anti-Racist Pedagogies Assignment
Mar 30	11		Virtual Teaching Leader:	Johnson (all)	UNC Charlotte Center for Teaching and Learning		Digital Learning Assignment	Redesign This Course! Assignment
Apr 6	12	Reflection	Life Course of Teaching: The Life of a University Leader:	Burge: Cohort 2	Find and review three “how to write a teaching philosophy” websites		Syllabus Assignment I: Introduction courses	Teaching Philosophy Search Assignment
Apr 13	13		Writing Teaching Leader:	Neuhaus: Ch 3, 5	Observe two classes taught by Anthro faculty		Teaching Philosophy II: revised draft	Diversity Statement revised draft
Apr 20	14		Self-Evaluation Leader: Everyone	Ukpokodu 2009	Stingu 2012		Syllabus Assignment II: Undg and G courses	Analysis of Interviews Assignment
Apr 27	15		Life Course of Teaching: Reflections from the Field Leader: Lydia	hooks: Ch 31-32	Burge: Cohort 3		Best Practices Assignment	N/A: panel of Anthro faculty
Final Portfolio due in Canvas by 7:30 pm May 11								