

ANTHROPOLOGY 300: Teaching Anthropology

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Fall 2012 2251 College Bldg. ARF, Mondays 12-3pm

ANTHRO 300 [3 units], Course Format: Three hours of seminar per week, plus individual in-class peer observation and evaluation

Grading option: Must be taken on a satisfactory/unsatisfactory basis. Description: Training in both the logistics and the pedagogical issues of undergraduate teaching. (F,SP)

Prerequisites: Consent of instructor.

Course objectives: This seminar introduces new GSIs to the theory and practice of teaching and learning within the discipline of Anthropology. By the end of this course, participants will be able to effectively foster small group discussions; organize and coach group work; develop test questions that advance learning; develop writing assignments that engage students in the use of relevant information sources; and evaluate student work consistently. Participants will also have developed an individual teaching philosophy, grounded in theoretical work related to teaching and learning, and will understand the implications of that teaching philosophy for practice.

Format and requirements: This is a seminar, and you are expected to read in advance, attend regularly, and come prepared to engage in active discussion of the concepts covered. At several points during the semester (see below) you will be expected to prepare and bring to seminar samples of teaching materials that you have or might use. By the end of the semester you will have developed a written statement of teaching philosophy and have begun developing a teaching portfolio. Completion and discussion of the five written exercises (50%), participation in peer observation and evaluation (20%), and participation in weekly seminars (30%) constitute the basis for grading.

Required texts: The following books are required. Additional materials will be provided through the course website at <http://bspace.berkeley.edu/>.

Lave, Jean and Etienne Wenger (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: University of Cambridge Press.

Freire, Paulo (2000) *Pedagogy of the Oppressed*. Trans. Myra Bergman Ramos. New York: Continuum.

Davis, Barbara Gross (1993) *Tools for Teaching*. San Francisco: Jossey-Bass.
<http://teaching.berkeley.edu/bgd/teaching.html>

Wk	Date	Topic
1	Aug 27 (no class meeting)	(Independent reading for discussion week 3) Read Lave and Wenger Ch 1 and 2 and Ch. 2 of <i>Pedagogy of the Oppressed</i>.
2	Sept 3 (no class labor day holiday)	(Independent reading for discussion week 3) Complete your online ethics course and check GSI center for workshops <i>Complete Reading Lave and Wenger Ch 1 and 2 and Ch. 2 of <i>Pedagogy of the Oppressed</i>.</i>
3	Sept 10	Introduction to teaching and learning: an anthropological perspective Levels of learning: research on how students learn <i>Read Barr and Tagg, "From Teaching to Learning" and Danserau and Newbern "Using Knowledge Maps to Enhance Teaching"</i> <i>and review Bloom's taxonomy:</i> http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html
4	Sept 17	The teaching philosophy <i>Read "Developing a Statement of Teaching Philosophy" (on the GSI center link) and Goodyear and Allchin, "Statements of Teaching Philosophy" (on Bspace link)</i> Assignment 1: prepare a draft statement of teaching philosophy
5	Sept 24	Fostering discussion: approaches, obstacles, and choices <i>Read Davis Ch. 8 and 9 and Gerschick "Should and can..."</i> Assignment 2: prepare a sample discussion leading strategy
6	Oct 1	Evaluating student work: developing exam questions and grading criteria <i>Read Freese, Artis and Powell "Now I know my ABCs" and Davis Ch. 28, 30</i> Assignment 3: sample exam questions
7	Oct 8	Getting feedback: midterm evaluations <i>Read Davis Ch. 41 and 42</i> ALSO: prepare and bring your draft of midterm evaluation questions

8	Oct 15 (no class)	No seminar class (in order to do peer observation) Assignment 4: do peer observation and evaluation, and written reflection on teaching Do your class midterm evaluations this week! <i>Read Davis Ch. 41 and 42</i>
9	Oct 22	Working with students in groups: breakout groups, panels, teams, and cooperative learning <i>Read Davis Ch. 18 and Lave and Wenger Ch. 4 and Ch. 3 in <i>Pedagogy of the Oppressed</i></i>
10	Oct 29 (no class)	Difficult subjects: plagiarism and other student behaviors <i>Read from GSI manual and Davis Ch. 34</i> Begin preparing your teaching portfolio
11	Nov 5	Teaching as a career: the teaching portfolio <i>Read Davis Ch. 43</i>
12	Nov 12 (admin holiday)	AAA conference
13	Nov 19	<i>student initiated topics</i> <i>Prepare a final draft of teach philosophy</i>
14	Nov 26	Where can you go from here: Teaching philosophy revisited Assignment 5: revise/submit your statement of teaching philosophy
15	Dec 3	RRR