TEACHING PORTFOLIO

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Statement of teaching philosophy

As an ethnographer, I have been trained to make observations and distinguish patterns from specific places and moments in time—spoken words, visual snapshots of people and events, pieces of information that may seem meaningless in isolation. I use them in my research and my teaching to construct a picture of something larger, such as a community, a historical trend, or even a global social process. I ask questions about what I observe and try to assemble these questions and the responses they elicit into a coherent narrative or theory. One of the most crucial skills I aim to develop in my students is the ability to piece together data from various sources about the world in which they live, to use inductive reasoning to recognize recurring themes and large-scale processes at work. In the classroom, I conduct exercises in which I present students with various news items and ask them to "connect the dots" between them. What, for example, does the sacrifice of a goat by Nepali airline officials have to do with the creation of a British fund to protect African children accused of witchcraft? How does the election of a French president with an anti-immigration platform relate to the Australian government's establishment of a new test for prospective citizens? I encourage students to ground their far-reaching analyses in a local-level, ethnographic sensibility. To me, "thinking globally" means considering distant, seemingly isolated events as interconnected, and then pondering how those events affect our own lives.

I believe in the power of books. When I think back to courses I took in college or even graduate school, the articles and chapters I read have usually faded from memory. This is not true of the full-length monographs. A good, in-depth ethnographic study can embed itself in the reader's mind, permanently altering his or her perception of the world and the human condition. Hence, I structure my courses primarily around books (especially ethnographies by anthropologists, along with monographs by other social scientists or journalists) rather than shorter readings.

Another key principle of my teaching style is the promotion of active learning. Students are not passive receptacles of knowledge, and meaningful learning only takes place when students use the information they find in the classroom and through readings to construct their own cognitive models. I learned the importance of this fact years ago as a volunteer with a neighborhood organization in the District of Columbia, helping a diverse group of students learn English. What I had long considered the essence of instruction—talking in front of a class—didn't get us very far; the best way to help my students learn English was to find creative ways to get them to *use it themselves*. They could only absorb the words or phrases I spoke once they were able to put them into practice. So, after introducing new vocabulary or grammar, I immediately turned to the class and had students practice with each other. In the most successful classes, students were so engrossed in the problems they were trying to solve that they temporarily forgot they were doing so in an unfamiliar language. My role, I realized, was to provide my students with the tools to make their own discoveries, and to create an atmosphere in which they could learn to use these tools easily and effectively.

I continue to find these lessons helpful as a teacher of university students. I try to the extent possible to limit my role as information dispenser; I see lectures as a necessary pedagogical instrument, and use them in moderation. In the classroom, I encourage dialogue by asking students to bring in their own questions pertaining to each session's issues and readings, and to post them to on-line discussion forums. I then use their observations and questions to synthesize an agenda for

class discussion. Sometimes I divide a class into two arbitrary groups and ask each group to formulate an argument either for or against a proposition related to the week's theme, such as the inevitability of armed conflict or the capacity for democratization in the Muslim world. Each student, regardless of his or her own beliefs, must work together with the group to muster evidence, state a position, and then anticipate and counter their opponents' claims.

Perhaps the most important skill I can foster in students is critical thinking. There is no source of information which must be taken at face value. Students must learn to be skeptical toward assertions of fact, to consider the interests and limitations that generate specific claims to knowledge, and to challenge the logical or ideological foundations of each argument they encounter. When teaching about Islam (see sample syllabus), I can use passages from multiple and conflicting translations of the Qur'an to prompt students to think about and engage with the multivocal nature of religious scripture. This encourages critical questions about the relationship between believers and scripture—not "What does Islam say?" about a given topic, but rather "What do Muslims believe, and why do those beliefs often vary from one group to another?" Such exercises almost always prove gratifying both to my students and to me. As my teaching practice has evolved, feedback from professors and students has assured me that, though I still have much to learn, I am clearly moving in the right direction.

What I set out to do as an instructor is to help students *see their world in new ways*, and *think about the world differently*. When I succeed in this, I also prepare them to live as informed participants in democratic government, conscious citizens of the world, and empowered agents of their own destinies. My ultimate goal is to help them develop conceptual tools with which they may not only live better lives, but also act to change the world for the better. Because I believe that the social sciences (and anthropology in particular) have the potential to inspire social transformation, my professional interest lies less in helping train the next generation of anthropologists than in helping train the next generation of community leaders, teachers, doctors, artists, and businesspeople. Of course no academic discipline can claim to have all the answers, but it is clear to me that almost everyone could use a little anthropology, and that the world would be a better place if more people were asking the kinds of questions we anthropologists ask.

Summary of Teaching Experience and Interests

Throughout my academic career I have been motivated primarily by the prospect of teaching at the undergraduate level. Since my research-oriented graduate study program at Brown University did not offer many opportunities to learn the art of teaching, I have had to seek them out on my own. During my pre-dissertation stage I did so as a teaching assistant, even though my graduate funding did not require me to serve this role. Upon returning to campus from doctoral fieldwork in 2006, although my department offered me a proctorship position, I requested and received another teaching assistantship (see page seven) in order to hone my teaching skills. I also proposed and won approval for a new course on globalization in Brown's summer pre-college curriculum, which I taught the following summer (see page six). When I accepted a postdoctoral research fellowship at Brown University upon completion of my doctoral studies there in 2007, I did so on the condition that I be allowed to teach a class, and I taught an undergraduate anthropology survey course on Africa in the spring semester of 2008.

Along with classroom experience, I set out to acquire some of the theory and practical knowledge behind successful classroom instruction. To this end, I completed all three certificate programs offered by the Sheridan Center for Teaching and Learning in Higher Education at Brown University (see appendix, page eighteen). These programs enabled me to learn about teaching to different learning styles, to practice classroom communication skills, and to prepare strategies for my own professional development. I also served as a Teaching Consultant with the Sheridan Center, observing graduate students and faculty members alike in the classroom, and providing feedback and constructive criticism on their teaching techniques. Each of these opportunities has helped me to strengthen my commitment to teaching as a professional and academic practice.

As an assistant professor at Lehigh University, in addition to providing students with an introduction to the study of anthropology, I teach courses investigating the socio-cultural causes and effects of poverty and illness, examining the dynamics of contemporary globalization processes, critiquing dominant models of development, and exploring the commonalities and divergences of Muslim societies around the world. These courses are constructed around my teaching philosophy and goals—goals which continue to evolve over time to reflect my professional growth and new insights into teaching. I enjoy the opportunity to develop my skills and put my teaching ideas into practice.

<u>Courses taught</u>

Lehigh University

- ANTH 1 *Introduction to Anthropology*, undergraduate lecture course, Fall 2008, Summer 2009, Spring 2010
- ANTH 106 *Cultural Study and Globalization*, undergraduate seminar, Spring 2009, Spring 2010 (cross-listed with Global Studies)
- ANTH 160 *Health, Illness and Healing*, undergraduate seminar, Fall 2009
- ANTH 183 *Peoples & Cultures of Africa*, undergraduate seminar, Fall 2010 (cross-listed with Africana Studies)
- ANTH 198 *Contemporary Issues in African Societies*, undergraduate seminar, Spring 2009 (cross-listed with Africana Studies)
- ANTH 320 *Global Capitalism*, undergraduate seminar, Fall 2010 (cross-listed with Global Studies)
- ANTH 397 *Globalization and Development in Africa*, undergraduate seminar, Fall 2009 (cross-listed with Africana Studies and Global Studies)

Brown University

- *African Issues in Anthropological Perspective*, undergraduate course, Spring 2008
- *Globalization and Society in the 21st Century*, Summer Studies, Summer 2006

SAMPLE SYLLABI

African Issues in Anthropological Perspective

Instructor: Bruce Whitehouse, Visiting Assistant Professor
Population Studies & Training Center, Brown University
E-mail Bruce_Whitehouse@brown.edu
Office telephone 863-7284

Class meets: Tuesdays and Thursdays, 2:30-3:50 p.m.
Office hours: Wednesdays, 11 a.m.-12:30 p.m., Science Library lobby
(or by appointment)

Course description

Western depictions of contemporary sub-Saharan Africa are dominated by images of famine, refugees, child soldiers, corruption, and crushing poverty. In this course, rather than shy away from such images, we will engage with them head-on through an anthropological lens—the better to confront and transcend prejudices about a portion of humanity long seen as monolithic despite its tremendous cultural diversity. As we read local-level ethnographic accounts, analyses of continent-wide developments by Western and African scholars, and some African fiction, we will consider a range of questions including: How do ordinary Africans cope with problems such as food scarcity, political violence, AIDS, and corrupt government? How do issues of identity and belonging affect life in modern African countries? Where does Africa fit into the current neoliberal world order? And what role, if any, does "African culture" play in shaping all these issues? For millions of Africans, these are not "academic questions" but matters of life and death. Using contemporary studies and current events to explore these questions, we will strive to replace stereotyped generalizations and objectifications of the continent with practical knowledge for understanding events and transformations underway in African societies.

Course goals

The course seeks to use anthropological research and analysis to help students explore several of the complex problems facing African societies today. At the end of the semester, students should be able to:

- apply a set of analytical tools (including various types of social theory) to analyze events in sub-Saharan Africa;
- apply inductive and deductive reasoning to a broad range of social issues using specific African case-studies; and
- participate critically in contemporary public debate about African problems and Africa's place in the world.

Course format

This is a course designed to enable students to play an active role in their own learning experience. Most class sessions will include presentations by the instructor as well as interactive exercises. Students will also participate in weekly discussion sections outside of course lectures.

Student assessment

Students are expected to read the required texts, to play an active part in regular class discussions, and to complete written/oral assignments in a timely manner. Student performance on assignments will be evaluated with respect to the course goals outlined above (see grading rubric for details). Assignments will be weighted as follows:

• Class attendance & participation	20% of course grade
• Four short essays	45% of course grade
• Final research project	35% of course grade

Class participation: Please come to class meetings punctually and prepared. To make for fruitful discussion of the week's text, please bring to class two written observations or questions which have come to mind through your reading. You're always encouraged to be critical in your approach to these readings, though it can be useful to look at the text's strong points as well as its weaknesses. More than one absence during the semester will adversely affect your grade. Students will also independently monitor African current events via the Web and be prepared to discuss them in class.

Response papers: Write a 3-4 pp. critical response to the week's reading assignment (you may choose to concentrate on it alone, or compare it to previous readings). ANALYZE, DO NOT SUMMARIZE the readings in question. It's best to focus on a single theme. When choosing this theme, think about these questions: What aspect of this author's argument stands out to you, for good or bad? What makes it work/what makes it fail to work? What strikes you as provocative, unique, or at least unusual about the author's approach? What larger issue concerning culture, politics, or human society does the text illuminate which transcends the bounds of the study's social and geographic setting, and what makes this issue important? You can bring information from other texts or personal experience to bear, so long as it doesn't cloud your point. The main goal in writing these papers is not for you to recapitulate an author's viewpoint; it is for you to use and sharpen a set of analytical tools with which you can articulate your own viewpoint. The very best papers are those whose writers take a risky, not at all obvious viewpoint, support it with evidence, and make their case clearly. Note that you must submit a response paper about a particular reading during the week that reading is due. The first must be turned in no later than February 21, the next by March 20, and the last by April 24.

Research project: This will be a 15-20 pp. paper on a subject of your choosing. You must meet with the instructor to discuss your topic by March 13. See grading criteria on page 6. During the final class meeting you will be expected to make a short presentation of your research to the class.

Guidelines for learning and participating in this course:

- Be enthusiastic and respectful during class lectures and discussion.
- Follow rules of academic honesty (i.e. cite correctly and do not plagiarize).
- Follow anthropological citation style in your written work; see course texts for examples.
- If you have a disability that affects your ability to participate fully in class or to meet all course requirements, please tell me at the beginning of the term so that we can make appropriate accommodations.
- If you have any other concerns which merit special consideration (e.g. little/no anthropology background, not a native speaker of English, special family circumstances), please also bring this to my attention early in term.
- Hand in assignments and be prepared for oral presentations on time. If you talk to me *before the due date* about extenuating circumstances, I will try to accommodate your needs within the bounds of fairness.

Required texts

Most of our readings will be drawn from anthropological monographs, i.e. book-length, in-depth studies of particular subjects. Students should read these monographs in their entirety unless otherwise instructed. The following titles will be available from the Brown University Bookstore:

Chabal, Patrick and Jean-Pascal Daloz. 1999. *Africa Works: Disorder as Political Instrument*. Bloomington, IN: Indiana University Press.

Chernoff, John M. 2003. *Hustling is not Stealing: Stories of an African Bar Girl.* Chicago, IL: University of Chicago Press. (selected chapters)

Cliggett, Lisa. 2005. *Grains from Grass: Aging, Gender, and Famine in Rural Africa*. Ithaca, NY: Cornell University Press.

Dongala, Emmanuel. 2005. *Johnny Mad Dog: A Novel*. New York, NY: Farrar Strauss Giroux.

Fassin, Didier. 2007. *When Bodies Remember: Experiences and Politics of AIDS in South Africa*. Berkeley, CA: University of California Press.

Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Durham, NC: Duke University Press. (selected chapters)

Geschiere, Peter. 1997. *The Modernity of Witchcraft: Politics and the Occult in Postcolonial Africa*. Charlottesville, VA: University of Virginia Press.

Smith, Daniel Jordan. 2007. *A Culture of Corruption: Everyday Deception and Popular Discontent in Nigeria*. Princeton, NJ: Princeton University Press.

Sommers, Marc. 2001. *Fear in Bongoland: Burundi Refugees in Urban Tanzania*. New York, NY: Berghahn Books.

Additional readings, including selected journal articles and book chapters, will be available for download via the course website. These include:

- Bayart, Jean-Pierre. 2000. "Africa in the World: A History of Extraversion." *African Affairs* 99:217-267.
- Bazenguissa-Ganga, Rémy. 1999. "The Spread of Political Violence in Congo-Brazzaville." *African Affairs* 98:37-54.
- Carling, Jørgen. 2002. "Migration in the age of involuntary immobility: theoretical reflections and Cape Verdean experiences." *Journal of Ethnic and Migration Studies* 28(1):5-42.
- Cooper, Frederick. 2001. "What is the Concept of Globalization Good For? An African Historian's Perspective." *African Affairs* 100:189-213.
- Mamdani, Mahmood. 2001. "Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism." *Comparative Studies in Society and History* 43(4):651-664.

- Mbembe, Achille. 2001. “Of *Commandement*.” In *On the Postcolony,* pp. 24-65. Berkeley, CA: University of California Press.
- Mbembe, Achille. 2002. “African Modes of Self-Writing.” *Public Culture* 14(1): 239-273 (file also includes responses taken from vol. 14, no. 3).
- Olivier de Sardan, J. P. 1999. “A moral economy of corruption in Africa?” *Journal of Modern African Studies* 37(1):25-52.
- Riccio, Bruno. 2004. “Transnational Mouridism and the Afro-Muslim Critique of Italy.” *Journal of Ethnic and Migration Studies* 30(5):929-944
- Saul, Mahir. 2006. “Islam and West African Anthropology.” *Africa Today* 53(1):3-33.

CLASS MEETINGS	**READINGS (*denotes text available via course website)**
Thurs. January 24 FAMINE	N/A
Tues. January 29	Cliggett (2005), chapters 1-5
Thurs. January 31	Cliggett, chapters 6-8
REFUGEES & MIGRANTS	
Tues. February 5	Sommers (2001), chapters 1-4
Thurs. February 7	Sommers, chapters 5-7
Tues. February 12	Carling (2002)*, Riccio (2004)* Barry (2007), “Exiled to a War Zone, for His Safety” http://www.nytimes.com/2007/12/14/nyregion/14liberians.html?ref=africa View 2 multimedia files: • “Kingsley’s Crossing” by Olivier Jobard: http://mediastorm.org/0010.htm • “Border Crossing” by Jason DeParle: http://www.nytimes.com/packages/html/world/20070624_VERDE_FEATURE/index.html (both feature audio narration & will require headphones) **[Note: 1st response paper due on or before this date]**
WARFARE	
Thurs. February 14	Bazenguissa-Ganga (1999)*
- No class Tues. Feb. 19 -	
Thurs. February 21	Dongala (2005); author in class
POLITICS	
Tues. February 26	Chabal & Daloz (1999)
Thurs. February 28	Mamdani (2001)*, Mbembe (2001)*
Tues. March 4	Bayart (2000)* **[Note: 2nd response paper due on or before this date]**

CORRUPTION

Thurs. March 6	Olivier de Sardan (1999)*
Tues. March 11	Smith (2007), chapters 1-5
Thurs. March 13	Smith, chapters 6-7; author in class
	[Note: Final paper topics due by this date]

HIV/AIDS

Tues. March 18	Fassin (2007), pp. 1-227
Thurs. March 20	Fassin, pp. 228-276

- Spring break –

GENDER
& SEXUALITY

Tues. April 1	Chernoff (2003), pp. 121-401
Thurs. April 3	Chernoff, pp. 402-472
	View film "Awa: A Mother in West Africa" in class
	[Note: 3rd response paper due on or before this date]

WITCHCRAFT

Tues. April 8	Geschiere (1997), chapters 1-5
Thurs. April 10	Geschiere, chapters 6-7

AFRICA IN HISTORY,
AFRICA IN THE WORLD

Tues. April 15	Cooper (2001)*, Saul (2006)*
Thurs. April 17	Mbembe (2002)*; view film "Les Maitres Fous" in class
	[Note: 4th response paper due on or before this date]
Tues. April 22	Ferguson (2005), pp. 1-49, 113-75; view film "Bamako"
Thurs. April 24	Ferguson, pp. 176-210
Tues. April 29	Concluding discussion and review of issues

Final research project: Grading rubric

After the semester begins you will be able to access a document on the course website which provides guidance in the process of thinking about and setting up your research paper. This assignment constitutes the single-most important part of your grade. To learn the criteria by which your paper will be evaluated, examine the rubric below. The first three areas listed below are the most important in determining the paper's grade, and account for more than half of the 100 total points on the scale. The highest premiums lie in defining your research question well, and in showing evidence of thorough research.

Also, note that the grader will automatically deduct five points for any one of the following errors: pages not stapled; pages not numbered; no title; no name; margins, font, or spacing too small.

If you want to know how your paper gets graded in each of the areas below, please staple this sheet to the end of your paper. If not, keep it, and you'll just get the total score on your paper.

Criterion	Yes	No
Is your paper's central theme or research question well defined?	Yes________(20)	No________(0-18)
Does the paper show evidence of extensive and careful research?	Yes________(20)	No________(0-18)
Does the paper use specific and detailed examples to illustrate its points?	Yes________(15)	No, or not enough________(0-14)
Is discussion organized and clear?	Yes________(15)	Sometimes not ________(0-13)
Is analysis especially original?	Yes ________(10)	No, or not in comparison with others________(0-9)
Does the author make use of a good quality and variety of source material?	Yes________(10)	No _______(0-9)
Are there few errors in spelling or grammar?	Yes________(5)	A number of errors________(0)
Is the paper typed, stapled, 15-20 *numbered* pages, double-spaced, 1" margins, 12-pt. font?	Yes________(5)	No________(0)

Total ________________ (of 100)

ANTHROPOLOGY 1: INTRODUCTION TO ANTHROPOLOGY

Class meetings: Sinclair auditorium, Tu/Th 9:20-10:35AM

Instructor: **Bruce Whitehouse** (brw208), Price Hall (2nd fl.), room 16D; 758-4821

Teaching assistants: Lauren Fuhry (lef304), Trent Fenner (whf208)

Themes and Goals

Why do human beings exist in so many different types of societies, cultures, and environments? This is *the* fundamental question of anthropology—how to explain human diversity. This course provides students with the opportunity to explore the discipline of anthropology and to learn some of its insights into the condition of being human. Who are we as a species, where do we come from, and where are we going? As with all scholarly endeavors, in anthropology you'll find that what matters most is asking the right questions.

In the course of this semester, students will strive to:

- Rethink some of their basic conceptions and paradigms about the human condition;
- Find the limits of their existing mental frameworks about humanity; and
- Develop new, better frameworks using scientific reasoning and evidence.

Throughout the semester, the instructor's goals are to:

- Stimulate students' intellect;
- Change how students think, act, and feel about core questions and issues (see below);
- Push students to "unlearn" received (i.e. conventional but inaccurate) wisdom about humanity and its place in the world;
- Highlight the novel, paradoxical, and incongruous aspects of humanity;
- Reveal our own ignorance about the human condition and emphasize its mysteries; and
- Treat students and all their ideas with respect and consideration.

Core questions for the course:

- What does it mean to be human?
- What are the origins of the human species, and how is it different from other primate species?
- What kind of common humanity do human beings all share?
- In what ways do humans differ from each other culturally?
- What IS culture, and how can we account for the fact of cultural difference?
- What methods do anthropologists use to find answers to the questions above, what reasoning do they employ, and what challenges do they encounter?
- How can anthropology serve as a tool for addressing real-world problems?

You could choose to pursue these same goals and questions through alternative channels (other courses, travel, life experience). But to pursue them in the context of this course, the instructor expects you to adhere to certain guidelines, set out in the Policies section below.

ANTH 1 Course Policies

Assignments and Evaluation: For every hour of class time, budget two hours of time to work on the assignments. This means you can expect to devote at least six hours every week to reading the textbook (Kottak's *Window on Humanity,* 3rd edition) and other assigned texts, writing exams and essays. This amount may vary somewhat from week to week.

1. Readings: Students should complete all assigned readings on time and be prepared to discuss them or answer questions about them during class meetings. Coming to class is no substitute for doing the readings, and vice-versa: while there will be some overlap between the texts and lectures, there will be minimal repetition.

2. Exams *(40% of course grade)*: Two midterms (each worth 10%) and one final (worth 20%) will all be take-home essays, which students must upload to the web. Details will be posted to the site.

3. Essays *(30% of course grade)*: Students will compose two short (3-4 pp.) essays in response to assigned ethnographies and upload them to the web; see link and assignment guidelines on CourseSite.

4. Participation *(30% of course grade)*: Students must attend class meetings regularly, and the instructor will assess their participation through interactive Clicker exercises in every meeting. Please be courteous to your fellow students and your instructor by not reading, sending text messages, web surfing, checking e-mail or using cell phones in class. Note that:

   - *Students are allowed THREE absences during the semester with no questions asked. More than three absences can affect a student's participation score. Additional absences may be excused only with documentation from Health Services, the Dean of Students or Athletics.*

   - *Clicker participation is the only way the instructor will verify attendance. If a student is in class but doesn't take part in the Clicker exercise for any reason (e.g. dead battery, forgot Clicker), that day counts as an absence.*

Communication with the Instructor: Where important matters are concerned, I invite all students to get in touch electronically or in person. If you drop by unannounced, you may find that I'm away from my desk, so please e-mail me to make an appointment. I try to reply to e-mails within 24 hours, but I cannot promise any replies in the 24 hours preceding exams and essay due dates. Please DO NOT e-mail me about absences from class, book availability, or questions for which answers are available in the syllabus or on the course website.

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both me *and* the Office of Academic Support Services, University Center room 212 (or call 610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted. For more information, visit http://www.lehigh.edu/~inacsup/disabilities/faq.shtml#students.

On Academic Integrity: Plagiarism is copying the work of others, and that includes cutting and pasting from Web sources without properly citing them. For all assignments and exams you must write in your own words or use quotation marks and citations. Cheating is using means other than your own efforts on tests and papers. Both are forbidden by University policy (see your student Handbook). Confirmed instances of plagiarism or cheating will result in an F for the assignment at least and possibly for the entire course. So don't risk it. Effective time management and willingness to ask questions when you are unsure about an assignment or the material reduce the temptation to take the easy way out. Visit http://www.lehigh.edu/academicintegrity to learn more. *THIS IS NO JOKE –I have busted students for plagiarizing assignments in the past and will not hesitate to do so again if the situation arises.*

ANTH 1 Readings & Assignment Schedule

Required texts (not including occasional *short* readings posted to CourseSite):

- Knauft, Bruce. 2010. *The Gebusi* (2nd edition). ISBN 978-0-07-340537-7
- Kottak, Conrad P. 2008. *Window on Humanity* (3rd edition). ISBN 978-0-07-340527-8
- Lee, Richard B. 2003. *The Dobe Ju/'hoansi* (3rd edition). ISBN 978-0-15-506333-4
- Xiang, Biao. 2005. *Global 'Body Shopping'*. ISBN 0-691-11852-3

DATE	THEME	ASSIGNMENT
Tues. 1/19	Introduction: Why anthropology?	n/a
Th. 1/21	What do anthropologists do & how?	Kottak chapters 1 & 2
Tues. 1/26	Evolution & early primates	Kottak chapters 3 & 4
Th. 1/28	Hominins	Kottak chapter 5; *Johanson & Wong 2009
Tues. 2/2	Early humans	Kottak chapter 6; *Marks 2002
Th. 2/4	The Neolithic Revolution	Kottak chapter 7; *Diamond 1987
Tues. 2/9	The rise (and fall) of civilizations	Kottak chapter 8; Lee chapters 1 & 2
Th. 2/11	Subsistence & ecology ***1st midterm (take-home) due***	Kottak chapter 11; Lee chapters 3 & 4
Tues. 2/16	Culture and language	Kottak chapters 9 & 10, *NYT 2010
Th. 2/18	Kinship	Kottak chapter 13; Lee chapter 5
Tues. 2/23	Gender, marriage & sexuality	Kottak chapter 14; Lee chapter 6
Th. 2/25	Political systems	Kottak chapter 12; Lee chapters 7 & 8
Tues. 3/2	Religion & ritual	Kottak chapter 15; Lee chapter 9
Th. 3/4	The world system ***2nd midterm (take-home) due***	Kottak chapter 16; Lee chapter 10
	~ SPRING BREAK ~	
Tues. 3/16	Cultural survival: The Ju/'hoansi	Lee chapters 11, 12 & 13
Th. 3/18	Ethnicity and race	Kottak chapter 17
Tues. 3/23	Social change & cultural survival ***1st essay due***	Kottak chapter 19, Knauft Intro & chapter 1
Th. 3/25	Case study: The Gebusi	Knauft chapters 2-3
Tues. 3/30	The Gebusi, continued	Knauft chapters 4-7
Th. 4/1	The Gebusi, continued	Knauft chapters 8-9
Tues. 4/6	The Gebusi, conclusion	Knauft rest of book
Th. 4/8	What is globalization? ***2nd essay due***	*Inda & Rosaldo 2008
Tues. 4/13	Global commodities	Xiang Intro & chapters 1-2
Th. 4/15	Global commodities, continued	Xiang chapter 3
Tues. 4/20	Nations & nationalism	Xiang chapters 4 & 5
Th. 4/22	Transnationalism	Xiang chapter 6; *Lister 2003
Tues. 4/27	Global ruptures & connections	Xiang chapter 7 & Appendix Essay
Th. 4/29	The end(s) of anthropology	*Richardson 1975

*** Readings following an asterisk are available in PDF format on CourseSite**

Final exams (take-home) must be uploaded by Thursday, May 6 at 10:00AM

Appendix

Description and Requirements for the Sheridan Teaching Center Certificate Programs

Teaching Certificate I Program: The Sheridan Teaching Seminar

This program is intended to assist graduate students who may have had little or no teaching experience. It addresses the immediate needs of students serving as Teaching Assistants, teaching their own courses, or participating in the Brown/Wheaton Teaching Laboratory in the Liberal Arts. The seminar is organized around basic issues they will confront throughout their careers. The program has four basic requirements: (1) participation in the Sheridan Teaching Seminar Lectures and Workshops, (2) participation in a departmental Micro-Teaching Session, (3) completion of an Individual Teaching Consultation and (4) submission of a formal summary evaluation. The Center's Graduate Fellows administer the program. Each of these requirements is described in detail below.

Requirements:

(1) Sheridan Teaching Seminar Lectures and Workshops

The seminar consists of five lectures, each followed by a relevant interactive workshop, usually held the following week. Because the workshops build upon themes raised in the lectures, Teaching Certificate I candidates must attend a unit's lecture before they complete its affiliated workshop assignment. Lectures address a variety of topics and issues pertaining to teaching. Topics include developing a reflective teaching practice, establishing clear course goals, teaching to different learning styles, constructive feedback and assessment, and communicating effectively in the classroom and beyond. Teaching Certificate I candidates are expected to attend all five Sheridan Teaching Seminar lectures and workshops. Under extenuating circumstances, only one lecture and only one workshop may be made up, however, a candidate may not miss both the lecture and the workshop for the same topic. Participants who miss a single lecture should contact the Center to arrange a time to view the videotape of that lecture. Participants who miss a workshop must contact the Center's Graduate Fellows to make up the workshop assignment. The lectures and workshops are offered annually, but certificate candidates may attend the seminar over the course of several years if appropriate. In specific cases, a discipline-specific teaching program organized by the department with which the candidate is affiliated may count for a seminar or workshop.

(2) Departmental Micro-Teaching Session

Organized by the departmental Faculty Liaison, Micro-Teaching sessions offer an opportunity to do a practice-teaching session and get feedback from colleagues within a specific discipline, as well as general feedback from a Sheridan Center staff member. In a micro-teaching session, each participant gives a five-minute mock teaching lesson on a chosen subject with explicit pedagogical goals and then receives feedback on his/her teaching style in general and his/her effectiveness in achieving the stated goals. These sessions are usually conducted in a small group (~four presenters) from within a department. Each participant has an opportunity to see how others perceive his/her teaching style, to observe and evaluate a variety of teaching approaches, and to learn how to share observations constructively with others. The sessions must be attended by at least one departmental faculty member(usually the departmental Faculty Liaison) and a Sheridan Center staff member. In addition, the department's Graduate Student Liaison is expected to attend.

(3) Individual Teaching Consultation (ITC)

In an ITC, trained consultants observe and videotape your lecture, discussion section, lab, recitation, etc., and then provide feedback on your teaching methods and style. The instructor (observee) arranges for an Individual Teaching Consultation by filling in an online request form at least two weeks prior to the observed session. In the form, the observee informs the teaching consultants of the goals he/she has set for the specific class they will observe. During the observation, the consultants then assess how well the instructor meets those goals and other aspects of the lesson, such as the kind of learning environment that the instructor creates, how he or she interacts with students, and the pace and volume of the instructor's delivery. After the class, the consultants meet with the observee and provide him or her with a confidential written report of their observations and comments. The observee may keep the videotape for personal reference. For further information, see the ITC procedures.

(4) Final Evaluation

Because the Sheridan Center believes that the implementation of feedback mechanisms is imperative for success in teaching, each Teaching Certificate I candidate evaluates the Sheridan Teaching Seminar program at the end of the academic year. Filling out the evaluation form is the final requirement for a Teaching Certificate I.

Teaching Certificate II Program: The Classroom Tools Seminar

This teaching certificate program is based upon the premise that employing a variety of teaching tools allows instructors to engage a wide range of students. The five sessions of this seminar introduce and explore a variety of tools that instructors may wish to utilize in their classrooms in order to reach the broadest possible learning population. Topics include class discussions; teaching with artifacts and objects; wikis, blogs and online learning repositories; multimedia presentations; and WebCT and course websites. The sessions are offered as a year-long course, however, if necessary participants may attend the seminar over the course of several years.

> Prerequisite: Sheridan Teaching Certificate I
> Requirements for Certificate II: attendance at each of the five sessions and completion of all required assignments.

Teaching Certificate III Program: The Professional Development Seminar for Advanced Graduate Students

Ongoing professional development is an important part of a graduate student's final preparation to leave the University and become a faculty member. Organized around the concept of the Teaching Portfolio and its component parts, and designed to help participants prepare for the academic job market, the Professional Development Seminar teaches participants to document the scholarship of their teaching as thoroughly as they document the scholarship of their research. The seven-session seminar is designed specifically for graduate students in their penultimate year who have earned Certificate I. During the sessions, participants will work on key elements of the Teaching Portfolio (e.g. writing teaching philosophy statements, constructing syllabi) and other critical aspects of their professional development (e.g. preparing *CV*s, writing cover letters, preparing for job interviews). The seminar culminates in the creation and presentation of individually designed Teaching Portfolios, which participants may develop throughout their careers as part of their overall academic portfolios. The sessions are offered as a year-long course, however, if necessary participants may attend the seminar over the course of several years.

> Prerequisite: Sheridan Teaching Certificate I
> Requirements for Certificate III: attendance at each of the seven seminar sessions, completion of all required assignments and creation of a Teaching Portfolio to be used in preparation for a professional career in teaching.