**ANTHROPOLOGY 580**

**ISSUES IN TEACHING ANTHROPOLOGY**

Spring 2020

Wednesday 4:25-7:25 PM Instructor ‑ Randy McGuire

Sci 1 143 office Sci 1 228, x7-2100

hours: T 2:30-3:30 PM, W 10:30-11:30 AM or by appointment  rmcguire@binghamton.edu

# Instructor Information

<http://bingweb.binghamton.edu/~rmcguire/index.html>

I am a Distinguished Professor of Anthropology with a PhD from the University of Arizona who has taught at Binghamton University since 1982. As an anthropologist, I use the craft of archaeology to explore the impact of the material world on the most diverse realms of human life.  My research seeks to understand how objects and landscapes have joined with human actions, emotions and relations to make and remake society and culture from ancient times to the present. This exploration has taken me to prehispanic Trincheras Tradition ruins in the Sonoran Desert, to the 1914 Ludlow Massacre on the plains of Colorado, to a 20th century Yaqui battlefield in Sonora, México, and to the modern border wall that separates Ambos Nogales. I practice my craft in a praxis that seeks to know the world, critique the world and ultimately change the world.

Teaching is one of the most fulfilling, satisfying, and joyful things that I do. It forms an integral part of the seamless whole that is my professional life. For me, effective teaching springs from a human relationship between the teacher and the student. As such, education cannot be “instructor-centered”, or in the fashionable parlance of current pedagogy, “student centered”. Instead it must establish relationships that encompass all participants. Like Shakespearean comedy, some parts of my classes play to the pits, and others to the balcony – everyone can get something. I strive to move students towards an analytical understanding of the world that allows them to critically evaluate different knowledge claims and theories. Ultimately, they should be able to use critique to create new knowledge and understandings. Critical thinking requires something to think about and to analyze or it becomes sophistry. Anthropology provides both the content for analysis and a critique that makes the exotic familiar and the familiar exotic. In 1992, the State University of New York awarded me the Chancellor’s Award for Excellence in Undergraduate Teaching and Binghamton University awarded me the University Award for Excellence in Graduate Teaching. In 2002, the American Anthropological Association presented me with the McGraw-Hill AAA Award for Excellence in Undergraduate Teaching of Anthropology.

## Communication Policy

I prefer students to contact me by e-mail or in person during my office hours. I strive to respond to e-mail messages within 24 hours of receiving them. This course will make use of myCourses both to access course content and to communicate within the class.

# Course Information

## Description

Anth 580 introduces graduate students planning careers as professors to the theoretical and practical aspects of teaching anthropology at the college level in both undergraduate and graduate courses. Students will engage in a critical analyses of and reflection on pedagogy, teaching the discipline of anthropology and personal teaching philosophies. Basic areas of exploration will include designing a class, styles of teaching, assessment of learning outcomes, evaluation of students, managing the classroom and the construction of teaching portfolios. The class will also consider changes in higher education and the nature of the academic job market.

## Prerequisite(s)

The Department of Anthropology requires graduate students to complete Anth 580 before they can serve as instructor of record (IOR) for a course. The IOR has the responsibility for the content and conduct of a course. We have designed Anth 580 for Anthropology PhD students especially doctoral students who have completed or are nearing completion of the MA degree. The department expects graduate students to have completed their MA before they can serve as IOR for an anthropology course.

## Course Objectives

At the end of this course, the student will better understand the pedagogy of teaching anthropology and be able to identify contemporary trends in the field. This course will help form them as professional instructors of anthropology and inform them of current trends in the profession. Students who complete this course will be able to:

* Design undergraduate and graduate level courses in anthropology and create syllabi
* Asses learning outcomes of a course and evaluate student work
* Conduct various types of courses including lecture, seminar, discussion and laboratory classrooms
* Identify and address different types of student learners and students with special needs
* Marshal resources for teaching anthropology including media technologies
* Develop a teaching philosophy and a teaching portfolio
* Evaluate and further develop their teaching over the long term

## Format and Procedures

The format of the course is a three-hour seminar. Some material will be presented in a lecture style, but most meetings will be discussion-based. Regular, informed discussion is expected of all students in a seminar, and you should come to each session prepared to talk about any and all of the readings. Lack of participation in class discussions will have a negative effect on your grade and on your learning. You must do the readings, but more importantly, you must **THINK** about the readings before you come to class.  I will try to give you an idea of the issues and questions before each session to help you do the readings.

# Course Requirements

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## Required texts

Palmer, Chris

2019 *College Teaching at Its Best.* Rowman & Littlefield, Lanham.

Lindsay, Peter

2018 *The Craft of University Teaching*. University of Toronto Press, Toronto*.*

In addition to these books, I will also be assigning readings on websites. I will provide the links for these readings in MyCourses.

## Other Requirements

We will be using Blackboard/MyCourses to mediate most course assignments, and you will be using websites for some of our work in the course, so you must have reliable internet access to take this course*.*

## Credit Hours and Expectations

# This class is a 2-credit course, which means that students are expected to do at least 6 - 6.5 hours of course-related work or activity each week during the semester. This includes scheduled class lecture/discussion meeting times as well as time spent completing assigned readings, studying for tests and examinations, participating in lab sessions, preparing written assignments, and other course-related tasks.

Students do have the option of taking the course for 1 credit but the work load and requirements for the course are the same for 1 or 2 credits. All students must fulfill all requirements no matter how many hours they are registered for in order to qualify to be an instructor of record in the Department of Anthropology.

# Assignments and Grading

I will expect all students in Anth 580 to complete three assignments: (1) A class observation, (2) A class syllabus, and (3) A statement of teaching philosophy.

**Class Observation – 15%**

You will pick a lower division undergraduate class in anthropology to observe one meeting and to discuss in our course. I will ask you to identify the class you will observe in our meeting of January 28. Your observations should focus on the way the lesson addresses different learning styles, the type of classroom and the style of teaching in the class. You will turn in a one to two double spaced page description of your observations and be ready to discuss them in our class on February 4. You will need to get the permission of the instructor to observe the class and you cannot observe Anth 125 or Anth 256 (my classes).

**Class Syllabus – 40%**

Review the lower division undergraduate Anthropology course descriptions in the *University Bulletin* choose one that you could teach and would like to teach. I would advise choosing a course that meets a General Education requirement other than N (Social Science). We will discuss your choices in class on February 4. We will workshop your syllabi in class on February 18 and they will be due on March 10.

**Statement of Teaching Philosophy – 30%**

In a Statement of Teaching Philosophy, the author reflects on his/her teaching beliefs and practices. This reflection should go beyond the author’s beliefs about teaching and the process of learning by presenting concrete examples of the way he or she has applied these beliefs with students. The statement should eschew generic or vacuous philosophical statements about teaching and instead show the author to be a thoughtful, self-critical, innovative and competent instructor in the college classroom. For job applications, such a statement should be one to two pages in length and no more than three. The statement is due March 10 by 5:00PM.

**Class Participation – 15%**

### Grading Scheme

|  |  |  |
| --- | --- | --- |
| *Grade* | *Points*  | *Percent* |
| A |  | 97 – 100% |
| A- |  | 90 - <97% |
| B+ |  | 87 - <90% |
| B |  | 84 - <87% |
| B- |  | 80 - <84% |
| C+ |  | 77 - <80% |
| C |  | 74 - <77% |
| C- |  | 70 - <74% |
| D |  | 64 - <70% |
| *F* |  | <64% |

# As is the case with all Anthropology graduate courses, students will have to score at least a B- to pass Anth 280. Student grades will be made available on MyCourses.

# Course Policies

### Penalties for Late Work and Requests for Extensions

Students are expected to make the deadlines for all course assignments. Only in exceptional circumstances (illness, injury, family emergency etc.) will I accept late assignments.

### Absences Due to Religious Holidays

If you anticipate being absent because of any religious observance, please notify me at least one week in advance. We will work together to accommodate.

### Attendance & Participation

Class participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion. Your contributions should be informed and reflect your thoughts on the readings that you were assigned for the class meeting. Students who repeatedly arrive late to the class or leave class early will have their Class Participation grade lowered. I expect all students to comport themselves in a professional manner and exhibit respect for both the instructor and their fellow students at all times.

### Use of Mobile Devices

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone’s learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class. For this reason, I will allow you to take notes on your mobile device, but you must turn the sound off so that you do not disrupt other students' learning. You may not do anything other than taking notes on your mobile device, and you will be asked to leave the class if I find you doing something other than taking notes.

### Understand When You May Drop This Course

### The withdraw deadline for the Spring 2019 semester is April 2. Incompletes will only be given for cases of the most exceptional and extreme circumstances (illness, injury, family emergency etc.).

### Academic Integrity

I expect all students to read and comply with Binghamton University’s Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students).](http://www.binghamton.edu:8080/exist/rest/bulletin/2010-2011/2_academic_policies_and_procedures_all_students/academicPoliciesAndProcedureAllStudents.xml?_xsl=../xsl/compose.xsl) I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the course and being subject to further penalties as prescribed in the policy. If you have any questions about what constitutes plagiarism or cheating, please review the definitions of plagiarism and cheating in the honesty policy.

## Disability-Related Equal Access Accommodations Statement

Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor as soon as they are aware of their need for such arrangements. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. The [SSD website](http://www.binghamton.edu/ssd/) (www.binghamton.edu/ssd/) includes information regarding their Disability Documentation Guidelines. The office is in UU – 119.

# Campus Help for Students

## ITS Helpdesk/myCourses Support

Walk-in: Located in the Computer Center first floor lobby.

Call: 607-777-6420; E-mail: helpdesk@binghamton.edu.

<https://www.binghamton.edu/its/>

## Libraries

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.

Text: 607-205-8173; Call: 607-777-2345; Email: refquest@binghamton.edu

<http://www.binghamton.edu/libraries>

## Offices for Help

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Graduate School Office: 607-777-2151
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

## University Counseling Center

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That’s where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

**CLASS SCHEDULE**

**January 21** Introduction to the class. Discuss theories of learning and teaching and the concept of General Education. **Read** in Palmer Chs 1, 2, & 13, in Lindsay Preface & “Introduction” and CU TA Manual. **Visit** the website [https://www.binghamton.edu/general-education/](https://www.binghamton.edu/general-education/%20%20)

**January 28** Course Design and Syllabi. Cherie van Putten from the Center for Learning and Teaching will join us. **Read** in Palmer Chs.3, 5 & 6 **Visit** the websites under content in MyCourses for this date. **Assignment:** Identify class that you will observe

 **CLASS WILL MEET IN LN1324.**

**February 4** Students. Discuss the different learning styles of students and special needs students. **Read** in Palmer Chs. 7 & 8, and in Lindsey 2 & 3. **Visit** the websites under content in MyCourses for this date.

 **Assignment:** Discuss our classroom observations, Identify classes for syllabus assignment.

**February 11** Styles of teaching and differences in classrooms. Ruth Van Dyke will join us to discuss how to dress for class. **Read** in Palmer Chs 9. 10, 11. Lindsay ch, 4 and McGuire 2007. **Visit** the following websites: <http://bingweb.binghamton.edu/~anth125/125.html>, <http://bingweb.binghamton.edu/~anth256/>,

**February 18** Online teaching and other innovations. Cherie van Putten from the Center for Learning and Teaching will join us. **Read** in Palmer Part 15. **Visit** the websites under content in MyCourses for this date.

**February 25** Assessment and Evaluation. **Read** in Palmer Ch 4 & 12. **Visit** the websites under this class date and the websites in “student evaluation of teaching”.

 **Assignment:** Workshop Syllabi

**March 3** Classroom administration, Professionalization, Teaching Statements and Teaching Portfolios. **Read** in Palmer Parts 16 and 18 and in Lindsey chs. 5 and “concluding thoughts” **Visit** the websites under this date and in the file statements of teaching philosophy.

 **Assignment:** Workshop Statements of Teaching Philosophy

**March 10 Assignment:** Statement of Teaching Philosophy and Syllabus Due by 5:00PM