

Practicum in Teaching the Liberal Arts: American Studies

AMST 593 Lecture 10479R Fall 2015 T 5-6:20PM KAP 150

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Office Hours: T/TH 11AM-12PM; also by appt. You can also contact me Monday-Friday via email.

Required Texts:

1. AMST 593 Reader. [This text is abbreviated RDR in the reading schedule.]
2. Curzon, Anne and Lisa Damour. 2006. First Day to Final Grade: A Graduate Student's Guide to Teaching (2nd Edition). Ann Arbor: University of Michigan Press.

Highly Recommended Texts:

4. Bain, Kenneth. 2004. What the Best College Teachers Do. Cambridge, MA: Harvard University Press.

Course Description: Welcome to AMST 593, a required course for all new Teaching Assistants (T.A.s) in the Department of American Studies and Ethnicity. This two-unit seminar will function as a working group in pursuit of several objectives: (1) to provide students with a supportive and structured environment in which to develop and/or hone their teaching and advising skills, and (2) to collaborate in distilling best-practices in teaching the Liberal Arts – particularly courses in American Studies & Ethnicity.

Evaluation: AMST 593 can only be taken for Credit/No Credit. Students are expected to attend regularly, complete all assigned readings before class, participate in class discussions, and finish all assignments when required. This is a very “hands-on” seminar; as such, the class has less reading than most classes, but students are responsible for the completion of several projects that should aid in teaching. Below is a list of assignments and their percentage of the total grade:

ASSIGNMENT [POST ALL ASSIGNMENTS IN BLACKBOARD UNDER “DISCUSSION BOARD”]	Percentage of Overall Grade	Due Date
Week 4: Remembering your most memorable teacher and/or T.A.	20%	Mon 9/14
Week 5: Teaching with Eros	20%	Mon 9/21
Week 6: Attend and Review CET Workshop (virtual or in-person)	20%	Fri 10/9
Week 8: Critical Response to Film about Teaching OR “Scenes from the/your Classroom”	20%	Fri 10/23
Week 15: Distilling a Teaching Philosophy	20%	Th 12/10

Academic Conduct: Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, [Behavior Violating University Standards](#). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* regarding university policies on [scientific misconduct](#).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the [Office of Equity and Diversity](#) or to the [Department of Public Safety](#). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. [The Center for Women and Men](#) provides 24/7 confidential support, and the [Sexual Assault Resource Center webpage](#) describes reporting options and other resources.

Support Systems: A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the [American Language Institute](#), which sponsors courses and workshops specifically for international graduate students.

[The Office of Disability Services and Programs](#) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, [USC Emergency Information](#) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Emergency Preparedness/Course Continuity in Crisis: In case of emergency, when travel to campus is difficult, if not impossible, USC executive leadership will announce a digital way for instructors to teach students in their residence halls or homes using a combination of the Blackboard LMS (Learning Management System), teleconferencing, and other technologies. Instructors should be prepared to assign students a “Plan B” project that can be completed ‘at a distance.’ For additional information about maintaining your classes in an emergency, please access: <http://cst.usc.edu/services/emergencyprep.html>

READING SCHEDULE

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|------------------------|---|
| Week 1:
8/25 | COURSE INTRODUCTION
• Welcome & Orientation |
| Week 2:
9/1 | WORKSHOP: TEACHING IN AMST
• Curzan & Damour: Introduction, Chapters 1-3
• Guest Speakers: TBA |
| Week 3:
9/8 | NO CLASS: REFLECT ON YOUR AND OTHERS’ TEACHING PEDAGOGIES |
| Week 4:
9/15 | REMEMBERING YOUR MOST MEMORABLE TEACHER AND/OR T.A.; LEADING DISCUSSION
• Booth: What Little I Think I Know about Teaching [in RDR]
• Curzan & Damour: Chapter 4 and 6 |

Assignment: Submit 1-2 page single-spaced document by **Monday, 9/14** in Blackboard (under “Discussion Board”) describing your most memorable teacher and/or T.A.; Your response should inflect insights from course readings and your teaching experiences thus far.

- Week 5:** **TEACHING WITH EROS; LEADING DISCUSSION; BALANCING SCHOOL & TEACHING**
9/22
- hooks: Eros, Eroticism, and the Pedagogical Process [in RDR]
 - Curzan & Damour: Chapter 10
- Assignment:** Submit 1-2 page single-spaced document by **Monday, 9/21** in Blackboard (under “Discussion Board”) describing the potential role of eros and eroticism in your own teaching.
- Week 6:** **CENTER FOR EXCELLENCE & TEACHING: WORKSHOP (ONLINE OR IN-PERSON)**
9/29 **No Class**
- Assignment:** In lieu of class, attend an [in-person or virtual CET workshop](#) related to time & stress management, ethics and professional issues, grading, developing a syllabus, confronting challenges in the classroom, teaching through crisis, and/or developing a teaching portfolio. Be prepared to share insights from this workshop (and assigned readings) via a polished one-page handout to be posted in Blackboard (under “Discussion Board”) by **Friday, 10/9**; we will revisit these insights during our final class meeting during Week 12.
- Curzan & Damour: Chapter 7-8
- Week 7:** **NO CLASS (AMERICAN STUDIES ASSOCIATION [ASA] CONFERENCE)**
10/6
- Week 8:** **VIZUALIZING PEDAGOGY**
10/13 **No Class**
- Bain: How Do They Conduct Class [in RDR]
 - Bain: How Do They Treat Their Students [in RDR]
- Assignment:** In lieu of class, complete one of the following two options: Screen one of the recommended films about teaching and learning noted on page 5 (or another relevant film of your choosing) and critically discuss this film in relation to Bain’s chapters and your own teaching. Alternatively, describe in vivid detail at least three memorable scenes from your or others’ teaching/ASA conference presentations in relation to Bain’s chapters and (if relevant) your own teaching. Post your insights in a one to two-page handout in Blackboard (under “Discussion Board”) by **Friday, 10/23**.
- Week 9:** **NO CLASS: REFLECT ON YOUR AND OTHERS’ TEACHING PEDAGOGIES**
10/20
- Week 10:** **WORKSHOP: TEACHING IN AMST**
10/27
- Read all handouts generated by you and your peers during Weeks 6 and 8
- Assignment:** Come to class prepared to discuss insights from Week 6 and 8’s self-directed assignment using your photocopied handouts; we will also discuss your teaching and grading/assessment strategies implemented thus far, and otherwise share challenges, successes, and other pedagogical issues and/or questions germane to teaching in AMST.
- Week 11:** **NO CLASS: REFLECT ON YOUR AND OTHERS’ TEACHING PRACTICES**
11/3
- Week 12:** **TEACHING IN AMST: BEST-PRACTICES**
11/10
- Curzan & Damour: Chapter 9
 - Greene: Introducing Queer Theory into the Undergraduate Curriculum
 - Pelias: The Academic Tourist: A Critical Autoethnography [in RDR]
- Assignment:** Be prepared to discuss assigned readings. Additionally, your help is requested in envisioning future iterations of this course: please come prepared to recommend any additional readings (e.g., novels, poems), films, and topics worth considering in future iterations of this seminar.
- Week 13:** **NO CLASS (AMERICAN ANTHROPOLOGICAL [AAA] ASSOCIATION CONFERENCE)**
11/17

Week 14: NO CLASS (THANKSGIVING)

11/24

Week 15: DISTILLING A TEACHING PHILOSOPHY

12/1 **No class**

Assignment: In lieu of class, kindly (yes, be generous) reflect on all you've learned this semester as a T.A. and devise a well-considered teaching philosophy; let this teaching philosophy reflect who you are and what kind of T.A. and future Professor you wish to be – with your heart and mind ever-attuned to actualizing students' intellectual growth and development. **Submit this ½ - 1 page teaching philosophy in Blackboard (under "Discussion Board") and/or my mailbox in KAP 352 by Thursday, December 10th.**

COURSE BIBLIOGRAPHY

Bain, Ken. 2004. How Do They Conduct Class. *In* What The Best College Teachers Do (98-134). London: Harvard University Press.

Bain, Ken. 2004. How Do They Treat Their Students? *In* What The Best College Teachers Do (135-149). London: Harvard University Press.

Booth, Wayne C. 1988. What Little I Think I Know about Teaching. *In* The Vocation of a Teacher: Rhetorical Occasions, 1967-1988 (209-216). Chicago: University of Chicago Press.

Curzon, Anne and Lisa Damour. 2006. First Day to Final Grade: A Graduate Student's Guide to Teaching (2nd Edition). Ann Arbor: University of Michigan Press.

hooks, bell. 1994. Eros, Eroticism, and the Pedagogical Process. *In* Teaching to Transgress: Education as the Practice of Freedom (191-199). New York: Routledge.

Pelias, Ronald J. 2004. The Academic Tourist: A Critical Autoethnography. *In* A Methodology of the Heart: Evoking Academic and Daily Life (146-150). Walnut Creek, CA: AltaMira Press.

Further Suggested Readings

Greene, Frederick L. 1996. Introducing Queer Theory into the Undergraduate Classroom: Abstraction and Practical Applications. *English Education* 28(4): 325-339.

Lucas, Christopher J. and John W. Murry, Jr. 2002. Teaching: Lectures and Discussion. *In* New Faculty: A Practical Guide for Academic Beginners, 2nd Edition (39-69). New York: Palgrave Macmillan.

Pelias, Ronald J. 2004. Making Lists: Life at the University. *In* A Methodology of the Heart: Evoking Academic and Daily Life (130-145). Walnut Creek, CA: AltaMira Press.

Phillips, Gerald M. 1994. Professionalism. *In* G.M. Phillips, D.S. Gouran, S.A. Kuehn, and J.T. Wood (Eds.) *Survival in the Academy: A Guide for Beginning Academics* (119-150). Cresskill, NJ: Hampton Press.

Films about Teaching – (Be prepared to analyze and discuss both *critically* and *generatively*)

Blackboard Jungle (1955)

Chalk (2006)

Class of 1984 (1982)

Conrack (1974)

Dangerous Minds (1995)

Dead Poets Society (1989)

Educating Rita (1983)

Fast Times at Ridgemont High (1982)

Freedom Writers (2007)

Good Will Hunting (1997)

Goodbye Mr. Chips (1939)

Half Nelson (2006)

Lean on Me (1989)

Mad Hot Ballroom (2005)

Mr. Holland's Opus (1995)

Music of the Heart (1999)

Precious (1999)

Rushmore (1998)

School of Rock (2013)

Stand and Deliver (1988)

Teached (2011)

Ten9Eight (2009)

The Breakfast Club (1985)

The Class (2008)

The Emperor's Club (2006)

The Great Debaters (2007)

The Man without a Face (1993)

The Miracle Worker (1962)

The Paper Chase (1973)

The Ron Clark Story (2006)

To Be and To Have (2002)

To Sir, with Love (1967)

Us and Our Education (2009)

Waiting for Superman (2010)

Wonder Boys (2000)