

Syllabus  
(as of 10-19-04)

**Teaching Humanities**  
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## OVERVIEW

This course is designed to introduce faculty and faculty-in-training to best practices in teaching and to critically examine these practices while exploring how to apply them in teaching in the humanities. Much of good teaching is completely transferable between disciplines, but certain approaches make particular sense in teaching the humanities. We will examine our own classroom experiences in order to analyze strategies for preparing classes, developing assignments, managing discussions, lectures and other classroom activities, and evaluating both student work and our own.

## REQUIRED TEXTS

Stephen Brookfield *Becoming a Critically Reflective Teacher*

Donna Killian Duffy & Janet Wright Jones *Teaching Within the Rhythms of the Semester*

Azar Nafisi *Reading Lolita in Tehran: A Memoir in Books*

**Week One**      **Introduction:** Defining the main components of Humanities classes. Surveying “Best Practices” in pedagogy. How do these two lists connect?  
Assignment: Plato ~ from the *Phaedo*; Brookfield ~ Chapters 1 & 2

**Week Two**      **Teaching Strategies:** Plato vs. Brookfield  
Assignment: Duffy & Jones ~ Part I. Nafisi ~ Chapter 1

**Week Three**      **Course Creation Strategies**  
Assignment: Duffy & Jones ~ Chapter 4. Brookfield ~ Chapters 3 & 4

**Week Four**      **Class Time Strategies:** Instructor work - Discussions and Lectures.  
Assignment: Duffy & Jones ~ Chapter 5. Nafisi ~ Chapters 3 & 4 Brookfield ~ Chapter 6

**Week Five**      **Assignment Strategies:** Student work - Groups, presentations and peer teaching.  
Assignment: Duffy & Jones ~ Chapter 6. Brookfield ~ Chapter 11. Nafisi ~ Conclusion.

**Week Six**      **Evaluation Strategies**  
Assignment: Prepare final projects for presentation.

**Week Seven**      **Presentation of Final Projects**