

Syllabus
Teaching Humanities (revised)
Spring 2005

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Meetings: 7 Wednesdays, 3:30 – 5:30 p.m., March 23 – May 11, 2005

Location: Higgins Labs Room 154, WPI

OVERVIEW

This course is designed to introduce faculty and faculty-in-training to creative 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*

CLASS SESSIONS & ASSIGNMENTS

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| Week One | March 23
Assignment: | Introduction: Defining the main components of humanities classes. Surveying “Best Practices” in pedagogy. How do these two lists connect?
Plato - from the <i>Phaedo</i> ; Brookfield - Chapters 1 & 2 |
| Week Two | March 30
Assignment: | Teaching Strategies: Plato vs. Brookfield
Duffy & Jones - Pt I. Nafisi - Chapter 1 |
| Week Three | April 6
Assignment: | Course Creation Strategies
First Essay Due*
Duffy & Jones - Chapter 4. Brookfield - Chapters 3 & 4. |
| Week Four | April 13
Assignment: | Classroom Strategies Instructor work: Discussions and Lectures.
Duffy & Jones - Chapter 5. Nafisi - Chapters 3 & 4. Brookfield - Chapter 6 |
| April 20 - NO CLASS | | |
| Week Five | April 27
Assignment: | Assignment Strategies Student work: Groups, presentations and peer teaching.
Second Essay Due*
Duffy & Jones - Chapter 6. Brookfield - Chapter 11. Nafisi - Conclusion. |

Week Six May 4 **Evaluation Strategies**
Assignment: Prepare final projects for presentation.

Week Seven May 11 **Presentation of Final Projects****

***First and Second Essays**

Short essays, each comparing two strategies designed to achieve a single teaching goal.

****Final Project**

Presentation of the construction, execution and evaluation of a classroom activity.

GRADING

In-Class Activities	25%
First Project	20%
Second Project	20%
Final Project	35%