

Over the past seven years, I have primarily taught introductory anthropology and advanced Native North American anthropological courses. In these classes, I have two main goals for my students: 1) to think critically and effectively structure arguments and essays, and 2) to appreciate and be open to cultural diversity and the alternative lifeways all around us. Both are key skills that students will need in our increasingly globalized world, no matter what career they pursue.

Writing and critical thinking are currently undervalued skills but are necessary for informed and engaged citizens across disciplines. In my classes, I assign weekly writing assignments with prompts designed to combine course material and contemporary topics. In my introductory anthropology course, for example, I ask students to pick an item of clothing and trace its production, transport, and ultimate sale. This simple task is designed to contextualize the effects of globalization, national and cultural labor considerations, and even economic anthropological consumption for students. These assignments are submitted online through a Learning Management System, which allows me to provide feedback more effectively and directly engage with each student's writing style and choice of supporting evidence. This exercise encourages critical and reflexive thinking, while also requiring students to provide documentation to support their research.

These short introductory anthropology writing assignments culminate in an anthropological analysis of an ethnography. Students read De León's *The Land of Open Graves*, and are shocked, humbled, and changed when they approach Mexico-US border relations from an anthropological and archaeological perspective. By connecting the material culture left behind by migrants with the people who lead mobile and traumatic lives, students directly engaged with and referenced course topics including transnational diasporas, linguistics, and archaeological methods. This assignment both humanizes a situation glossed over by media and encourages fact-based critical thinking, setting students up to be informed and empathetic citizens in the future. I would take a similar approach to undergraduate and graduate archaeology classes, seeking to foster student connections with material culture, scientific methods, and past lived experiences, while emphasizing translatable critical thinking, writing, and quantitative skills.

My classes further prioritize transparency. All assignments include an online rubric and I encourage students to review these materials before beginning any classwork. I cover expectations in class as well as in my syllabi, and communicate with students individually regarding questions, late work, and assignment feedback. Students find this level of open communication and structure very helpful and rated it highly on course evaluations.

I also have experience in leading upper and graduate level seminars and guest lectures and look forward to further developing courses. For example, geographic information systems (GIS) skills are increasingly required for archaeological, social, and natural resource professionals. In my upper-level GIS class for social scientists, students conduct a geospatial model or analysis for their final project in an area related to their thesis. Rather than writing a final essay, however, students are asked to present their model as a poster. This process encourages students to follow the IMRaD format, often used in technical and academic writing. Students would also be required to present their research to the class, thus practicing sharing their research results through public forums and for a variety of audiences. This final project would then provide students with a poster they can present at a conference, public speaking experience, as well as an outline or first draft of a potential thesis chapter.

I further have strong connections with regional tribes and federal agencies and would collaborate with both entities in establishing a field school or other student fieldwork opportunities in the Pend Oreille Valley in northeastern Washington State with the Kalispel Tribe. This field school would emphasize cultural resource

management (CRM) skills necessary for future student employment including field skills such as systematic pedestrian survey, Phase I-III work, and non-invasive methodologies, as well as computational skills such as inventory database management and ArcGIS. Students would further learn the intricacies of tribal consultation, skills critical to cultural resource managers. I see this field school as potentially contributing to the Archaeology MA. The field school would further generate the data used in my research agenda as well as graduate student projects.

In sum, my pedagogical strategies are dedicated to preparing students for successful careers and to be informed and engaged citizens. Critical thinking and writing skills and an appreciation of cultural diversity are necessary for our collective future; anthropological and archaeological classes are an excellent means of bridging these “soft” skills with those required by STEM fields. My experience as an instructor and teaching assistant, as well as experience in academia and CRM, have therefore prepared me to lead classes emphasizing these critical skills for successful students.