



## Stanford Archaeology Center (SAC) Teaching/TA Fellowship

The Teaching/TA Fellowship provides one-quarter of graduate aid and allows graduate students to teach or TA an existing course, or design & teach a new course that enhances the Archaeology Major and Minor curriculum.

### Eligibility:

- Teaching: Ph.D. students who are entering year five or higher.
- TA: Ph.D. students who are entering their second year or higher.
- First-time applicants will be given priority.
  - Students can apply for this fellowship up to three times throughout their degree program.

### Application:

- Applications are due May 1st at 11:59 p.m. CST.
- Application packets require the following and must be submitted in PDF format via the button below:
  - A cover sheet with your name and home department.
  - The titles and descriptions of two to three proposed courses to teach or TA.
  - A one to two-page statement about your teaching philosophy.
  - CV
  - A one to two-paragraph email or letter of support from a faculty advisor that specifically addresses this proposal.



# Application Example

*Please note that this application example is to be used as a reference for format, items to include and provide support through your application process. Information in the application is incomplete and may not fully meet the application guidelines.*



**Anna Burke**  
**Department of Anthropology**



## Titles and Course Descriptions

1. Heritage-Making in South Asia: Monuments, Cities & Heritage Afterlives
  - a. This course aims at discussing and analyzing how the practice of heritage-making unfolds in South Asia, especially in the fields of policy, urban development and shaping aesthetic sensibilities. Students will be prompted to think through questions like: what qualifies as heritage in the South Asian context, and how is this visibility shaped? Who are the stakeholders who make these decisions and who should? What are the historical legacies of heritage in South Asia, and by extension, monument-making as heritage-making? The aim of this exciting course is to help students think through networks of heritage-making in South Asia and how the process of monumentalizing heritage relies upon making other forms of heritage-making invisible.
  
2. Heritage Theory and Practice: Current Approaches to Tangible and Intangible Heritage
  - a. This is an introductory course to heritage studies that aims at familiarizing undergraduates with how heritage has been theorized and utilized by multi-disciplinary practitioners in the present global context. It will walk students through how heritage conversations evolved from being primarily dedicated to material tangibility that was rooted in inherent 'heritage value', to a deeper understanding of given value through intangibility of heritage. The focus will be on familiarizing students with the multi-disciplinary and agentic approach to heritage studies in the present day, which manifest in critical conversations in architecture, archaeology, and anthropology, which are instrumentalized within issues of policy, conflict, urban & non-urban development, museums, social fabric & culture, etc.
  
3. ARCHLGY 1: Introduction to Archaeology
  - a. This course is a general introduction to archaeology and world prehistory, with additional emphases on the logics, practices, methods, and contemporary relevance of archaeological knowledge production. Topics will range from the earliest Homo sapiens to critical considerations of the archaeology of more contemporary contexts and the politics of the past and ancient environments - recognizing that the "past" is not just about the past.



## Curriculum Vitae

ANNA BURKE

Curriculum Vitae

Department of Anthropology

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Phone: 620 361-2867

### EDUCATION

Ph.D. in Anthropology with a Minor in Music, Stanford University

Dissertation entitled *Archaeological Beer in Nineteenth Century* supervised by Dr. Michael Jordan.

2017 B.A. in Anthropology from University of Texas

### GRANTS AND FELLOWSHIPS

2020 Summer Scholar Scholarship, University of King College

### AWARDS AND HONORS

2010 Academic Merit Prize

### PUBLICATIONS

#### Journal Articles

2022 "Female Rebellion" *World Archaeology*

#### Book Chapters

2022 "'Suitable Beer" *Archaeological Beerways*

#### Reviews

2019 Review of *Beerways*

#### Archaeological Reports

2017. Technical report for Beer.

#### Public-Facing Publications

2021 Burke, A. "Shortbread"



## **INVITED TALKS**

2021 "Beers", The University of Archaeology

## **CONFERENCE ACTIVITY**

**Conferences Organized**

2020 Leader of Archaeology

## **TEACHING EXPERIENCE**

**Courses Taught**

Introduction to Archaeology, Stanford University

## **PROFESSIONAL TRAINING**

2021 Archaeological Drawing

2020 Digital Humanities

2020 Fundamentals of GIS

## **PROFESSIONAL AND DEPARTMENTAL SERVICE**

Reviewer, *Historical Archaeology*

Representative, Anthropology Graduate Student Organization, Stanford

## **COMMUNITY OUTREACH**

SLAC National Accelerator Laboratory Community

Science Pen Pal Program

## **LANGUAGE PROFICIENCY**

Bilingual (Spanish and English)

French Proficient



## Teaching Philosophy

My larger teaching philosophy centers on making the classroom a space for effective and empathetic learning. While students have different areas of interest whilst picking and attending courses, good teaching focuses on enabling students to integrate and connect diverse forms of thought in various domains. This allows them to have greater understanding on how learning and knowledge systems are interconnected and thus have use and applicability beyond the immediate topic of investigation. My teaching goals focus thus on empathetic learning— listening and making space for diverse viewpoints, the ability to step outside of one's immediate circle of knowledge and engaging with intellectual thought on paper as well as those around them.

My teaching methods employ a mix of short lectures by the instructor and participatory discussion models with students. Since most courses aim at making students conversant with theoretical and empirical texts of varied complexity, building a conceptual foundation with baseline takeaways by the instructor at the start and end of a session is crucial. Carefully designed audio and visual components to accompany these lectures will enable more holistic avenues for cognitive engagement. This needs to be coupled with dynamic participatory activities for students to engage with the text and its multifaceted interpretations. Depending upon the class of participants and the teaching pedagogies that work best for them, these can range from round-robin group discussions to teamwork-based assignments, mind-mapping and weekly presentations. Students will also have the space to design and propose their own participatory activities and projects, so that they feel supported and motivated to connect out-of-the-box thinking with solid knowledge outcomes.

While learning outcomes can be diverse, an orientation towards learning in a safe learning environment enables students toward fertile thinking and in turn see classmates as co-learners with them. I am a firm believer in letting learners participate and design their own learning outcomes, as the aim of being in a classroom and attending a course may have different aims for different individuals. Effective teaching listens and adapts pedagogical strategies based on what learners want to learn and what they need to get there.

Diversity and inclusivity in the classroom by extension, is an integral part of students feeling supported and seen, which has a direct impact on their motivation to



learn and absorb complex concepts and their nuances. The most effective way to achieve these outcomes is to encourage equal participation by all students attending class, being aware and consider their different learning and accessibility needs, including but not limited to audio visual materials, assisted support with Canvas and enabling access to a suitable classroom for those who need it.

My philosophy on teaching and learning is guided by the brilliant classrooms I have been in while being at Stanford— from some of the best teachers in archaeology, cultural and social anthropology and history and their command over their disciplinary prowess. What has impacted my outlook even more has been their dedication to holistic, accessible, and empathetic teaching, which has space for kindness, empathy, sensitivity, and a dedication to continuous improvement. I continue to learn from these classrooms and include them in my teaching methods, outlook, and ideology. This essay example may not meet the word requirement for this application. As a reminder, this PDF is just an example.





### Letter or Email of Support from Faculty Advisor

Dear Colleagues,

I am writing to recommend Anna, who is applying for SAC funding primarily to support her teaching. Anna is a PhD student in archaeology, and I am her advisor. Anna's is original and very promising.

I would be deeply grateful for any help or support SAC can provide her. Please let me know if I can provide you with any additional information.

All the best,

Professor of Archaeology



## Application Resources

### Budget:

- [Constructing a Budget](#)
- [Budget Guidelines for Student Grants](#)
- [Budget FAQs](#)

### Proposal:

- [Stanford Undergrad: Undergraduate Research and Independent Projects Webpage](#)
- [Getting Started with Undergraduate Research](#) (Video)
- [Checklist for Grant Applications](#)
- [Writing a Project Proposal](#)
- [Writing a Conference Grant Proposal](#)

### Travel for Projects:

- [Preparing for Off-Campus Projects](#)
- [International Travel Assistance Program](#)
- [U.S. State Department Travel Advisories](#)
- [Off-Campus Travel Requirements](#)