

# Teaching Portfolio

Submitted to The Graduate School for Consideration for the 2021 Excellence in Teaching Award

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# The University of Georgia

Franklin College of Arts and Sciences  
*Institute for Women's Studies*

24 January 2021

Dear Colleagues:

On behalf of the Institute for Women's Studies, it is my pleasure to nominate Ms. Christina Crespo for the Excellence in Teaching Award. Christina is an engaged and dedicated classroom instructor. In addition, she has been instrumental in creating opportunities for collective learning and dialogue in the broader university community.

Christina is pursuing a PhD in Integrative Conservation and Anthropology as well as a Certificate in Women's Studies. After having worked as a TA for Anthropology for several years, last year she transitioned to working for us in women's studies, serving as instructor of record for the introductory level WMST 1110 - Multicultural Women in the U.S. as well as working as a Writing Intensive TA.

Christina is a fabulous and creative teacher. As you will see from her teaching portfolio, she engages students through a range of exercises and activities that help them develop crucial skills for critical thinking as well as reflecting back on themselves and their roles and relationships in the social world. Teaching WMST 1110 is not easy; instructors often encounter resistance from students who are not accustomed to thinking about gender or diversity. And yet Christina has handled the job with aplomb, as her quantitative and qualitative evaluations demonstrate. She challenges students while also making them feel at home and like members of an intellectual community.

Indeed, it is in creating intellectual community where Christina Crespo really shines. The most important example of this to my mind is her co-creation of a three-year series of events related to gender, the body and fieldwork across the disciplines. Ranging from a small afternoon panel in 2018, to an all-day symposium in 2019 and a Zoom conference in 2020, these events have opened space for vital conversations on what it means to conduct fieldwork as an embodied human being. It is impossible to exaggerate the importance of the discussions that have been opened up by these events. Too often, women, people of color, and LGBTQAI+ people feel they must remain silent about negative experiences related to embodiment in the field. They worry that their peers and mentors will judge them and their research as inferior if they reveal these experiences. Such silence is perpetuated by structures of domination within academia itself. Christina's labor has created space for breaking those silences – my discussions with undergraduates, graduate students, and faculty alike have revealed how much was gained as a result of her efforts.

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The work entailed in organizing these events was enormous, and it is exceptional that Christina undertook this great service in addition to her classroom teaching and research responsibilities. We are all the better for it.

Activities like the one I just described are an outgrowth of Christina's commitment to praxis – linking her academic work to activities that make a difference to people's everyday lives. Christina's pursuits provide numerous examples of this commitment. She has sought out additional training and was accepted as a Franklin Inclusion and Diversity Fellow as well as a Future Faculty Fellow. (Indeed, the events described above were an outgrowth of her participation of the Inclusion and Diversity Fellows program.) In addition, she has cowritten several articles related to teaching and learning. She has presented at the Spring Teaching Symposium, has co-organized the Women's Studies Student Symposium, and has contributed to panels and blogs related to teaching. She has served as a mentor to undergraduate students in Anthropology and to other grad students in the ICON program.

I was particularly impressed by a talk she, other graduate students, and Professor Tish Yager gave for Women's Studies Friday Speaker Series in fall 2020. The presentation reviewed a class the students had together designed for women in the sciences to talk about issues of equity, inclusion and diversity and to think about how to change and challenge their own disciplines from within. The talk demonstrated the work that still needs to be done to make the sciences more welcoming to women and people of color, but it was also an inspiration – here was a group of people, Christina instrumental among them – actually showing *how* that work can be done. One of my most senior colleagues in Women's Studies said it was the best Friday Speaker Series talk she had ever seen. This occasion exemplified how Christina's teaching and impact go far beyond the classroom, shaping scholarly communities in her own units and beyond.

In addition to the Fellows programs already mentioned, Christina's efforts have been recognized with a teaching award in the Department of Anthropology and last year's Outstanding Teaching Assistant Award from the Center for Teaching and Learning. But to say that Christina is an excellent teacher simply doesn't capture the extent of her talents and contributions. In her short time at the University of Georgia, Christina Crespo has built intellectual community and fomented the kinds of critical conversations that are absolutely imperative in order to take our commitments to diversity and inclusion off the written page and bring them to life. I am so proud she's part of our community. She is an inspiration and I recommend her most enthusiastically.

Sincerely,



Patricia Richards  
Meigs Professor and Graduate Coordinator  
Institute for Women's Studies

## Excellence in Teaching Award Statement

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I am writing to apply for the Excellence in Teaching Award through the Graduate School at the University of Georgia. I am a sixth-year doctoral student in the Integrative Conservation and Anthropology Program. This is my fourth semester as an instructor of record for the Institute for Women's Studies (IWS). I was also a writing-intensive teaching assistant for two semesters with IWS and a teaching assistant for the Department of Anthropology for six semesters. I have contributed to teaching at UGA beyond my classroom responsibilities through my interdisciplinary collaborations and my commitment to fostering more inclusive classrooms.

While at UGA, I have contributed to the development of my fellow TAs and have engaged in collaborations to improve approaches to both undergraduate and graduate education. As a Future Faculty Fellow, I co-facilitated a session on effective lesson planning at the Fall 2019 Teaching Assistant Orientation, co-organized a diversity statement workshop as part of the TA Café series in 2020, and last semester I was invited by the CTL to participate on the panel, where I shared strategies that I have employed to promote active learning in the context of COVID-19 with other graduate students. I also participated in a feminist geography course that used co-learning strategies, feminist pedagogies, and collaborative writing to rethink the graduate seminar. To share what we learned from the experience, we collectively authored two manuscripts, "Femifesto for teaching and learning" (published in *Antipode*) and "Rehumanizing the graduate seminar by embracing ambiguity" (published in *Gender, Place, and Culture*). Drawing from some of my own experiences as a student, I also co-authored a teaching case study, "Unsafe, safe spaces" (under review), which gives instructors an opportunity to strategize approaches for creating classroom environments that facilitate crucial conversations.

Recognizing that teaching is more than what happens within the walls of the classroom, I have participated as a mentor in the Anthropology Undergraduate Mentor Program. During a conversation with one of my mentees after their first fieldwork trip abroad, they expressed how they had felt unprepared for the experience. Their story and similar stories graduate students had shared with me, revealed a gap in student training related to the embodied experiences of field research. I wanted to address this omission in students' education, so I approached a graduate student with the suggestion to create a space for public conversation around the topic as part of my project for the Diversity and Inclusion Graduate Fellowship. That conversation has expanded exponentially over last few years. First, we co-created and co-organized a panel discussion, which we expanded to a day-long symposium the next year, before growing it into a three-day international Zoom conference hosted by UGA in 2020. Through this process, I fostered collaborations and crucial conversation not only within my departments, but also with UGA's other departments and schools.

The positive effects of these events have rippled across UGA's campus. For example, the symposium inspired two ecology graduate students to successfully develop a graduate seminar that explored representation and identity in the sciences. After an IWS speaker series panel about the course, which I participated on, the Warnell Wildlife Society reached out to us requesting guidance for developing their own curriculum to discuss diversity and promote inclusivity within their school. Drawing on my experiences creating these events, I co-organized a workshop for the 2020 Spring Teaching Symposium that addressed taking risks, identifying successes, and making mistakes when working to make the university a more diverse, inclusive, and equitable place. This workshop also built on one that I co-organized the previous Spring Teaching Symposium which explored strategies for identifying and addressing hidden assumptions in the classroom. For both sessions, we designed instructional handouts with resources for TAs interested in applying the teaching techniques we modeled during the workshop in their own teaching practices.

I have continuously sought opportunities for forging collaborative ties, sharing teaching resources, and working with graduate teaching assistants within my departments and across campus. Much of these efforts have been dedicated to developing practices to promote inclusivity and equity within the classroom, specifically, and academia more broadly. Beyond my classroom responsibilities, this work demonstrates my contributions to teaching and the UGA community. Thank you for your consideration of my application and I look forward to hearing from you soon.

## Teaching Philosophy Statement

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One of my primary goals as a teacher is to make students uncomfortable. This might sound disconcerting or even heretical to state as someone committed to fostering more inclusive and equitable classrooms. However, like growing pains, the process of learning involves experiencing discomfort in order to grow. Yet making students uncomfortable is certainly not sufficient for ensuring that happens. My role as a teacher is to create the opportunities and cultivate the conditions for students to experience discomfort that can contribute to their intellectual and personal growth.

In order to create an environment where students can productively engage with feeling uncomfortable, I work to foster a supportive classroom community—a collaborative space where we can sit with discomfort and work through it together. Creating such a space starts from day one. I like to begin in-person courses by guiding students through an exercise drawn from *Theatre of the Oppressed*, a form of theatre that was created as a tool for promoting social change. During the movement-based exercise, students move silently in pairs, often stifling muted laughter provoked by the awkwardness of the task. There is something powerful in engaging in an activity unfamiliar to everyone in the room while feeling slightly ridiculous together in the process. Through the activity, students not only gain an embodied understanding of a concept central to course content—power—they also have the opportunity to feel silly together. For many of my students, my course will be the first time they broach difficult conversations around privilege and oppression in a classroom setting. As an instructor, I use activities such as this one to both reduce some of students' trepidation at the prospect while simultaneously building a sense of community. This foundation sets the stage for collaborative projects, breakout sessions, and discussions that are central to my teaching approach.

In addition to cultivating a supportive environment, I believe my role as a teacher is to help students develop and expand their tools for meaningfully engaging in crucial conversations, for reflecting on their own experiences and perspectives, and for applying these tools in their everyday lives. As students develop their capacities and confidence as scholars, how I fulfill this role changes in response. Early in the semester, I incorporate lessons and practical workshops focused on skills such as self-reflection, evaluating evidence and authority, active listening, and critical analysis. For example, the past two semesters I invited Raye Rawls—an expert on facilitating difficult conversations—to discuss listening for understanding and to introduce students to facilitation techniques. Throughout the semester, I use low-stakes writing assignments and reflective activities to create opportunities for students to work through difficult concepts and to recognize their capacities for creating knowledge. Towards the end of the semester, students focus on final projects that require them to apply what they have learned in the course to topics that are important to them. The transition of knowledge consumer to knowledge producer can be an uncomfortable one, so I work to motivate students to progressively take greater ownership of their learning.

While it has always been clear to me that community-building and collaboration are fundamental to my classroom, it wasn't until I took the CliftonStrengths assessment and saw that one of my top five strengths is "individualization" that I realized how much it informed my teaching. It was then that my constant efforts directed towards providing opportunities for students to tailor my class to their unique interests made a bit more sense. Through welcome surveys, round robin class check-in's, self-assessments, and mandatory office hours, I take the time to learn about students interests and goals. I carefully select a diverse range of voices and genres for course materials, including academic research articles, science fiction novels, music, podcasts, film, and personal narratives and include a wide range of assessments such as a counter-storytelling project in the form of a collaboratively created music video, critical essays, and a final individual project that is intentionally designed to be flexible enough for students to pursue something that they are genuinely interested in. This range of activities allows students to draw from and to showcase their own strengths and skillsets. It also provides numerous opportunities for students to feel a bit uncomfortable, and hopefully, to grow from it.

## Description of Courses Taught

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### Instructor of Record

#### WMST 1110: Multicultural Perspectives on Women in the United States

**Role:** Instructor of Record

**Term(s):** Spring 2021 (2 sections); Fall 2020 (2 sections); Spring 2020 (1 section); Fall 2019 (1 section)

**Enrollment:** Each section had 30-40 undergraduate students (all class-levels) who were primarily non-majors. This class fulfills the multicultural requirement for various degrees.

**Course Description:** This introductory course explores what it means to include diverse perspectives and how diverse ways of knowing can be applied to better understand the world through an interdisciplinary survey of the lives of and knowledge women in the United States.

**Teaching Responsibilities:** Responsibilities include all lecture and activity design and execution and all assignment design and grading. This course includes lectures, skill-building activities, class discussions, writing assignments and reflections, group work, and creative projects. I also took on redesigning the course around central themes, rather than organizing the content around different identity groups. Since the changes to instructional delivery required by COVID-19, I've substantially revised the course as a face to face online-remote hybrid—creating new learning outcomes, modifying and adding content, and creating new assessments to maximize student learning in this new format.

### Graduate Teaching Assistant

#### WMST 3110W: Gender, Race, Class, Sexuality

**Role:** Writing Intensive Program Teaching Assistant

**Term(s):** Spring 2020 (1 section)

**Enrollment:** This section had 18 undergraduate students who were primarily women's studies majors.

**Course Description:** This course is an interdisciplinary examination of social issues of race, class, ethnicity, and sexuality as they contribute to the lives and identity formation of diverse women in the United States.

**Teaching Responsibilities:** Responsibilities included developing and presenting in-class writing workshops, providing students written feedback and one-on-one conferences, developing writing resources, assisting with assignment development, and supporting students via email and office hours.

#### WMST 4011W: Understanding Research in Women's Studies

**Role:** Writing Intensive Program Teaching Assistant

**Term(s):** Fall 2019 (1 section)

**Enrollment:** This section had 22 undergraduate students who were primarily women's studies majors in the final year of their degree.

**Course Description:** In this writing-intensive course, students explore the assumptions and procedures of interdisciplinary research in women's studies with specific attention to the purposes and processes of generating knowledge and practical applications of research methods through a feminist lens. Students have the opportunity to conduct an individual research project that lasts for the duration of the course.

**Teaching Responsibilities:** Responsibilities included developing and presenting writing workshops, giving students written feedback and one-on-one conferences, developing writing resources, assisting with assignment development, grading student reflections, and supporting students via email and office hours.

## ANTH 3265: Introduction to Cultural Anthropology

**Role:** Graduate Teaching Assistant

**Term(s):** Fall 2018 (1 section)

**Enrollment:** This section had 20 undergraduate students who were primarily anthropology majors.

**Course Description:** This class provides a topical and theoretical overview of cultural anthropology and ethnography, including explaining culture and cultural diversity; the importance of language to social and cultural identity categories such as race, ethnicity, and gender; social institutions such as marriage, family, and religion; and food production and exchange.

**Teaching Responsibilities:** Responsibilities included assisting with grading, attending and occasionally facilitating classes, and tracking student attendance.

## ANTH 4300L: Ethnobotany

**Role:** Graduate Teaching Assistant

**Term(s):** Fall 2017 (1 section)

**Enrollment:** This cross-listed section had 10 upper-level undergraduates and 1 graduate student who were primarily majors in anthropology or the natural sciences.

**Course Description:** This course provides an introduction to the field of ethnobotany, the study of people and plants. This course covers the biology, classification, and uses of plants and explores the importance of plants in human history. The lab portion of the course is dedicated to activities that reinforce lecture material and encourage the practice of botany in both indoor and outdoor venues.

**Teaching Responsibilities:** Responsibilities included assisting with laboratory exercises and assignment development, grading all student work, holding office hours, and aiding students in the design and implementation of group research projects. I also taught two lectures, one of which I fully designed.

## ANTH 3200: Anthropology of Consumption and Globalization

**Role:** Graduate Teaching Assistant

**Term(s):** Spring 2017 (1 section); Spring 2016 (1 section)

**Enrollment/Student Profile:** Each section had approximately 25 undergraduate students

**Course Description:** This course examines the efforts of anthropologists (and others) to understand the contemporary world of consumption and global connections. It takes a broad overview of various approaches to the study of “cultures of consumption” and explores the links between consumption, civil society, human well-being, and ecological integrity.

**Teaching Responsibilities:** Responsibilities included creating exam study guides, grading all student work and managing the gradebook, co-facilitating review sessions, holding regular office hours, and occasionally developing content and leading classes. I also managed the course eLC site.

## ANTH 1102: Introduction to Anthropology

**Role:** Graduate Teaching Assistant

**Term(s):** Fall 2016 (1 section); Fall 2015 (1 section)

**Enrollment/Student Profile:** Each section had approximately 300 students (all class levels) who were primarily non-anthropology majors.

**Course Description:** In this course, students are introduced to the four subfields of anthropology. The topics covered range from hominin evolution to contemporary human culture.

**Teaching Responsibilities:** Initially, responsibilities included grading assignments for a section of students, leading study sessions, contributing exam questions, developing grading rubrics, and holding office hours. In 2016, my responsibilities expanded to include creating and teaching two lectures, assisting with assignment development, and facilitating the development of new teaching assistants.



# Sample Teaching Materials

## Skill-Building Workshops

WMST 1110 is an introductory and interdisciplinary class that includes students from a wide range of majors and levels. Throughout the semester, I integrate key course concepts with fundamental skill-building activities. By incorporating transferrable skills with course content, students can apply what they learn in the class to other courses and their everyday lives, whatever their major might be. In the “**Evaluating Evidence**” workshop that I created, students engage in activities that create a foundation for critically examining the power relations that inform the creation and legitimization of scholarly knowledge. In addition to this content knowledge, students learn about the tools and techniques for finding credible sources, how to annotate academic texts, and to identify underlying assumptions. The workshop begins with a short lecture and a brief tour of library resources, followed by a series of small-group activities over the week, and ends with a reflective writing assignment that students to complete. Below is the first page of the handout that I created for the workshop.

Name: \_\_\_\_\_ WMST 1110 Fall 2019

### EVALUATING EVIDENCE

MULTICULTURAL PERSPECTIVES ON WOMEN IN THE UNITED STATES

Today's workshop will cover the steps of finding and evaluating academic sources, effectively reading, and evaluating an author's evidence. The workshop is broken down into a series of parts. Some of these you will complete on your own, others will be completed in groups. Please wait before advancing to the next part of the workshop!

By the end of this workshop you will be able to:

- Find and evaluate sources from different perspectives
- Make preliminary observations about a text
- Annotate and dissect academic texts
- Evaluate an author's evidence

PART I: FINDING SOURCES

How did you go about finding and selecting your two articles for today? Describe your process.

PART II: VISUAL INFORMATION

Look through the articles that your expert group was assigned. You don't need to read the articles, rather look out how they are organized visually. Discuss with your group what you can tell about that field based on looking at how the information is presented. Take notes on your group's discussion.

PART III: DISCIPLINARY DIFFERENCES

Humanities	Natural Science	Social Science	Interdisciplinary

To help students develop their confidence as scholars while building community, I use a jigsaw. I first divide the class into groups. Each group is then tasked with one of four disciplinary areas. Students work with their group to make observations on how information is organized visually in sample research articles from their assigned area and to postulate what these might indicate about how knowledge is created and legitimated in those areas.

Students are then put into new groups, with a representative from each of the four disciplinary areas. Students compare their findings with each, taking on the role of expert for the area they worked on in during the first part of the activity. We then come together as a class to share findings and discuss how they can apply this type of critical analysis to finding and evaluating academic texts.

In the second day of the workshop, students critically analyze two versions of a method for gauging the reliability of sources, the C.R.A.P.P. Test. Often, students have learned the method in the past, so I work to emphasize that their task is to critically analyze the assumptions that each version of the test carries with it. Students then have opportunity to redefine the criteria for credibility in a more inclusive and equitable way.

#### CRAAP TEST COMPARISON

The CRAAP Test is used to check the reliability of sources and can be applied to any academic discipline. It stands for Credibility, Relevance, Authority, Accuracy, and Purpose. The test was originally developed by Sarah Blakeslee and her colleagues at California State University, Chico. On eLQ, you will find two variations of the CRAAP test from different university libraries. Your task is to individually read through the two variations and then compare them as a group. Below are some questions to get you started:

- What do you notice about each? Does anything stand out?
- How are they similar? How are they different?
- How does each define key terms?
- What are your impressions of each?
- Who is the intended audience?

#### INCLUSIVE CREDIBILITY

The way we define currency, relevance, authority, and accuracy can privilege certain knowledge producers and marginalize certain kinds of knowledge. Thinking about the arguments put forward by Trask (1992) and Anzaldúa (1990), we are going to develop an inclusive CRAPP Test by defining those categories in a way that allows for the inclusion of a diverse range of sources. For each definition, include an explanation of how it would facilitate a more inclusive understanding of credibility.

## Handouts for Synchronous Online Classes

As courses moved online, I developed different tools for facilitating student learning during synchronous classes on Zoom. One tool that WMST1110 students found particularly helpful are handouts that I created for each class session held over zoom. The handout lists the required readings associated with the lesson, any announcements to the class, an agenda outlining the lesson, and what students needed to complete for the next class. Each handout also includes the questions/tasks that students were to complete in their breakout groups, the codes to any required Mentimeter polls, and/or the links to shared google drive documents that we would be using during class that day. Students used the handouts to follow along during the class, to participate in class activities, and as a place to take their notes. To the right is an excerpt from a handout for an online synchronous class session of WMST 1110.

**FACILITATION AND COMMUNITY AGREEMENTS**  
SEPTEMBER 3, 2020

**REQUIRED READINGS/VIDEOS**

- AORTA. 2017. "Anti-Oppressive Facilitation for Democratic Process: Making Meetings Awesome for Everyone." Retrieved from [https://aorta.coop/portfolio\\_page/anti-oppressive-facilitation/](https://aorta.coop/portfolio_page/anti-oppressive-facilitation/).

**ANNOUNCEMENTS**

- While we wait to get started, you can write a brief thank you or draw a picture for Mrs. Raye if you were able to attend on Tuesday. I will compile these in a virtual card to share with her.

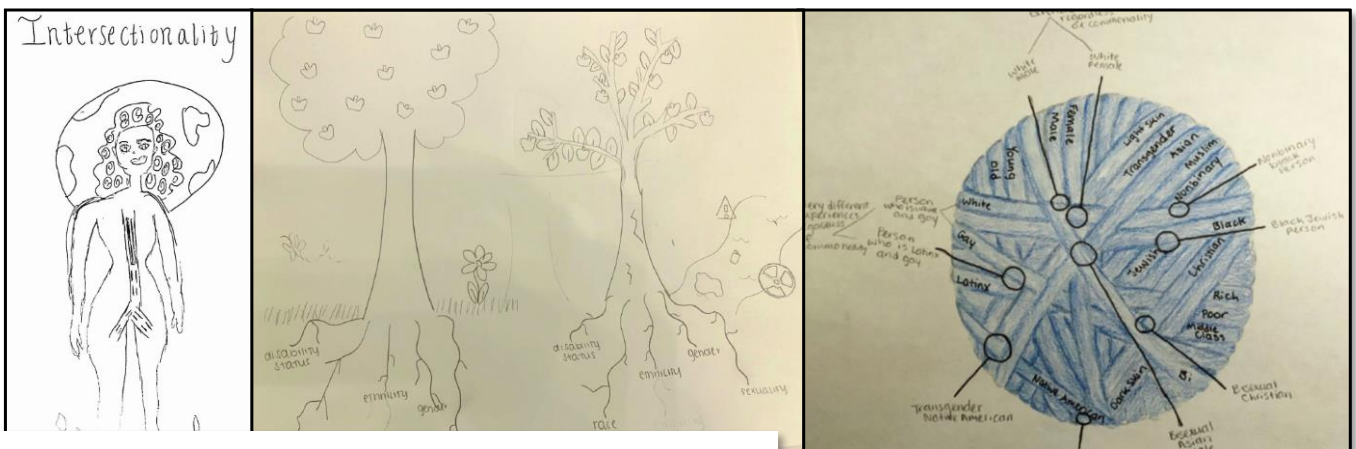
**AGENDA**

- Recap last class on Reflective Structured Dialogue (RSD)
  - Small group discussion:
    - What is your most important takeaway from Mrs. Raye's presentation?
    - What is Reflective Structured Dialogue (RSD) and what is its purpose?
    - What about RSD do you think might be useful for this course? Why?
  - Class discussion
- Anti-Oppressive Facilitation
  - Small group discussion:** Discuss the questions below and then submit one response for the group for each question to the menti poll. Include your breakout group number in your response.
    - How are RSD and AORTA's anti-oppressive facilitation similar?
    - How do RSD and AORTA's anti-oppressive facilitation differ?
      - [www.menti.com](http://www.menti.com)
      - Code: 19 73 847
  - Class discussion
- Classroom community agreement
  - Small group discussion:**
    - What are three points that you think would be important/useful to include in a community agreement for this class?
    - Of your three suggestions, select one as a group that you think is the most important and add it to this [google doc](#):

## Sample Student Work

### Visualizing Key Concepts

One way that I help students learn complex ideas is through assignments that ask them to create visual representations of foundational course concepts. For WMST 1110, I designed an individual assignment for students to illustrate and explain a key concept, 'intersectionality'. Students were instructed to include multiple components and how they imagine them to fitting together in their representation. Students then wrote a paragraph explaining their depiction and the concept of intersectionality.



These are some examples of students' visual representations.

In Fall 2020, I also used the assignment as an opportunity to foster student engagement and a collaborative classroom community by having students work in a breakout group over Zoom to create their representations. Some groups chose to use collaborative technologies like Google Jamboard, while others drew their representations by hand and used their cameras to share and build on their work with each other.

## Student Writing Conferences

For WMST 4011: Research in Women's Studies, students completed an independent research project over the course of the semester. To scaffold the project, students started the research process by writing a project proposal. As part of my role as a WIP-TA, I met with students individually to discuss their proposals. To maximize student benefits of the conferences, I created an **online survey** (pictured below) that students completed prior to our meeting. Students' survey responses helped me provide targeted feedback that addressed their individual concerns and writing goals.

### Pre-Conference Student Survey

When it comes to writing, what is your greatest strength?

What areas would you most like to improve in your writing?

Describe how you approached writing the proposal. What was your writing process?

What did you enjoy most about writing your proposal? What are you most proud of?

What did you find the most difficult in writing your proposal?

What is one question that you have about writing?

Is there anything specific that you want to ensure we discuss during our meeting?

Over the past several decades, "a growing body of research on lesbian, gay, and bisexual (LGB) persons has demonstrated that exposure to heterosexist stigma, prejudice, and discrimination is connected with deleterious consequences for a LGB person's health and well-being" (Sung, Szymanski, & Henrichs-Beck, 2014). However, "this body of research has been limited by focusing largely on the experiences of white LGB persons, failing to adequately attend to people with multiple minority identities and oppressions" and their lived experiences (Sung, Szymanski, & Henrichs-Beck, 2014). In particular, **although poor and/or working class Southeast Asian American (SEAA) LGB women may share some similarities with white and other racial/ethnic minority/sexual minority/class minority persons, their experiences at the intersection of gender, Asian race/ethnicity, and class suggest that poor and/or working class SEAA LBW's experiences are unique, and thus not directly comparable with these groups.** An analysis of recent Asian American feminist studies has revealed a focus on specifically middle/upper class East Asian American LGB women in which effects of imperialism, colorism, and classism are not taken into consideration (Sung, Szymanski, & Henrichs-Beck, 2014). As a result, poor and/or working class SEAA LGB women and their realities are made largely invisible in the literature and research that might potentially benefit them. Negative and/or restrictive cultural perspectives towards gender and homosexuality/bisexuality within Asian American communities, as well as the realities of economic immobility

Above is an excerpt from Student A's project proposal.

Student A's Survey Response:

"Especially in the brainstorming and drafting stage, I have a lot of trouble figuring out how I want to organize my paragraphs in what order that make sense for my argument and flows naturally. Like, I get super hung up on the structure of my paper and that usually prevents me from making a lot of headway on the paper when starting out. Lastly, I struggle with narrowing down the scope of my paper. Sometimes I get a little ambitious and try to address a lot of things and then my writing might feel disjointed with multiple arguments happening at once."

Recap email sent to Student A:

After the conference, I sent students a recap of our conversation.

I love that your project is in response to the article you discussed! I think that is a great approach to building a research project and you can be explicit that your work is in response to the article you identified (and its gaps). I think this is a fantastic project idea as well. From my reading of your proposal and from the meeting, I think you're interested in examining the particular challenges that SEAA queer women face, with a focus on economic stressors. In your proposal you brought up both the impacts of imperialism, colorism, and classism as well as cultural perspectives towards gender and sexuality. I like that approach of thinking from both sides. Moving forward, here are some areas that I would recommend considering:

- What theories and theorists will you draw from Asian American feminism and intersectionality?
- What data will you collect? How will you analyze it?
- Try to remember that there are many steps before you have to worry about how to structure your final paper. Before you can get to the final structure, you'll need to know what information/sources/data you'll be using.

You mentioned in the survey and the meeting concern over "how to write the thing" and structuring your final paper. Here's one approach that I really like to use that you may find helpful: While reading/annotating my sources, I write the source and the main points/quotes that I want to draw from it on either a note card or post-it notes. When it comes time to actually put together a draft, I then can actually move around the note cards/post-its and play around with options. It is a great way to literally visualize what your final paper will be.

# Innovative Teaching Projects and Roles

## Creative Final Projects

I view final projects an opportunity for students to creatively engage with content and bring course materials into conversation with individual interests. For WMST 1110, students create a zine (self-published magazine) on a topic of their choice. The zine provides a medium for students to engage with course concepts and self-reflection through a diverse range of formats including prose, poetry, and visual arts.

Recognizing that a final project can feel overwhelming, I break it down into several steps for them to complete and receive feedback as they work towards their final product. Students also complete numerous low-stakes reflective assignments over the course of the semester that both serve as learning tools and as potential material for them to further develop in their final projects.

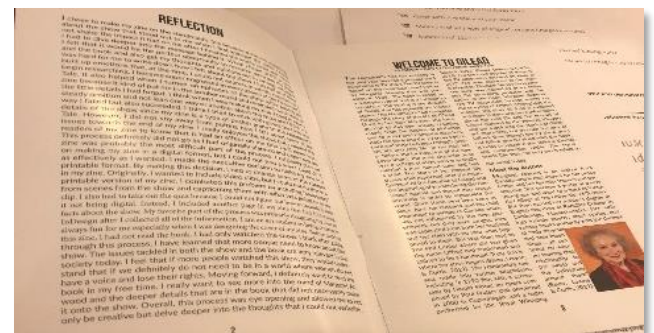
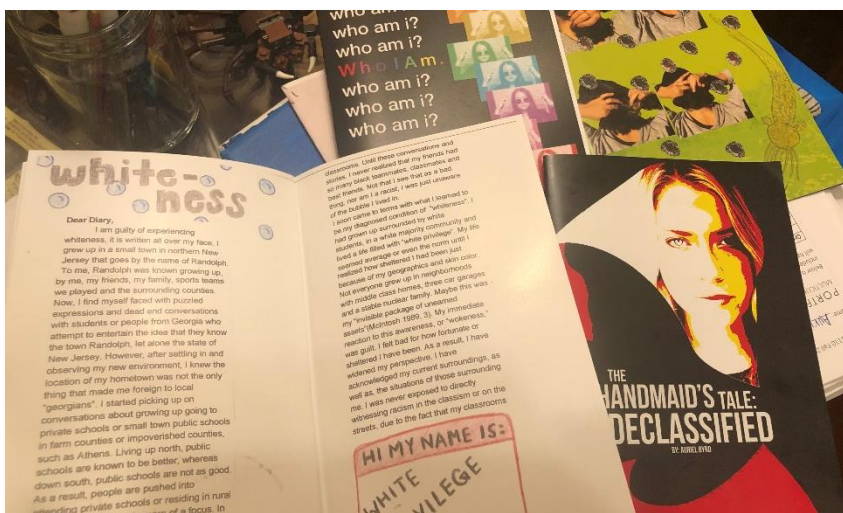
### What's in this folder?

- **Zine Project Description:** This attached document includes a description of each of the project's steps
- **Zine Project Checklist:** Use this checklist to keep track of the tasks required for the final zine assignment
- **Final zine guidelines and evaluation:** This folder includes a detailed description of what should be included in your group's final zine. It also includes the project grading contract which describes how your project will be evaluated.
- **Related Activities:** In this folder, you can find the submission portals/discussion boards for the different steps of project as they open.

### Activities Overview

- Individual meetings
- Self-assessment (in-class 2/11)
- Group contracts (due 3/5 at 11:59pm)
- Rough draft (due 3/25 at 11:59pm)
- Peer review (due 4/1 at 11:59pm)
- Group meetings (in-class 4/6)
- Revision plan (due 4/15 at 11:59pm)
- Final zine (due 4/29 at 11:59pm)
- Individual reflection (due at the start of final exam period)
- Group presentation (during the final exam period)

I created an eLC module that explains each step and how the project will be evaluated. The above screenshot includes the explanation of the module and outlines the steps of the project.



These are some samples of the zines that the WMST 1110 students created in Fall 2019.

## Responding to Changing Student Needs

Recently, many of my students have voiced a sense of isolation with COVID-19. In response, I have adapted the final zine project so that students will complete them in small groups. To facilitate the collaborative process and ease associated concerns, I integrated lessons on collaboration into the syllabus and brought steps specific to group work into the assignment, including a self-assessment and interest survey that I will use to assign students into groups.

### INDIVIDUAL MEETING

SIGN-UP FOR A SPECIFIC MEETING TIME ON THE GOOGLE SPREADSHEET

Recognizing how vital office hours can be for your success in college, in order to receive full points for your final zine project, you are required to attend office hours at least once during the beginning of the semester to discuss your interests for your project. This will serve as a useful time to get feedback on your ideas, address any questions you have about the course, and to become more comfortable attending office hours for the future.

### SELF-ASSESSMENT

COMPLETE DURING CLASS ON FEBRUARY 11<sup>TH</sup>

The purpose of the self-assessment is for you to reflect on how you work best in groups and indicate topics that you might be interested in for your final project. I will use your self-assessment to create project groups. The tentative group assignments will be available before class on February 23<sup>rd</sup>. If you have any concerns about your group, you will have an opportunity to let me know. After considering your feedback on the groups, I will post the finalized groups on February 25<sup>th</sup>.

### GROUP CONTRACTS

DUE AT 11:59PM ON MARCH 5<sup>TH</sup>

Each group will submit a completed and signed group contract that covers expectations, individual roles,

This is an excerpt from the project description for my spring 2021 WMST1110 courses which explains the first steps of the collaborative process.

## Undergraduate Mentoring

Mentoring facilitates creating opportunities for students to become familiarized with how academic knowledge is produced in ways that are typically not feasible in a classroom alone. As a mentor in the Anthropology Mentor Program since Fall 2015, I have assisted my undergraduate mentees as they progress in their degree, undertake fieldwork abroad, and navigate applying to graduate schools. In speaking with one mentee after her first trip conducting fieldwork abroad, it became apparent that there is a need to address fieldwork as experienced by different bodies. To address this identified need, I co-organized multiple events dedicated to the issue of embodied fieldwork experiences over the course of the next few years.

### Feedback from an Undergraduate Mentee:

**“In my entire college career, I can say with certainty that Christina has helped me on an individual level more than any other person in my time attending university. She is always willing to take the time to talk to me, counseling and guiding me through the structure of academics and the difficulties of the academy. Signing up for that mentorship program was easily one of the best decisions I made freshman year.”**



Students participating in an activity during a workshop that I co-organized for the *Gender, the Body, and Fieldwork Across Disciplines Symposium*.

My mentee and I also collaborated with another colleague on a paper that we presented at an international conference. Approaching mentoring as a space that can not only permit but also promote the productive and transformative capacities of emotion, we explored how mentoring can be a foundation for extending these conversations outward to combat the dehumanizing aspects of academia.

## Professional Activities Related to Teaching

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### Honors and Awards

- 2020 Outstanding Teaching Assistant Award, Graduate School, University of Georgia
- 2019-2020 Future Faculty Fellowship Program, University of Georgia, sponsored by the Graduate School and the Center for Teaching and Learning.
- 2017-2018 Franklin College Diversity and Inclusion Graduate Fellowship Program, University of Georgia.

### Publications Related to Teaching

- Crespo, C** and Kaul, R. (Under Review). Unsafe, safe spaces. *Teaching Innovation Projects*.
- Rice, JL, Trauger, A, Allums, C, Berry, R, Biesel, S, Bivens, B, Black, S, **Crespo, C**, Kemmerlin, A, and Wesnofske, C. (2020). Rehumanizing the graduate seminar by embracing ambiguity: The Athena Co-Learning Collective. *Gender, Place, & Culture*.
- Athena Co-Learning Collective. (2018). A femifesto for teaching and learning radical geography. *Antipode*.

### Conference Presentations (\*undergraduate student mentee)

- Crespo, C**, Holder, S, and Dillon, SJ\*. "Academic sterilization: Emotions, bodies, and knowledge production." Society for Social Studies of Science annual meeting. New Orleans, Louisiana. September 2019.
- Crespo, C**. "Understanding and negotiating difference through integrative graduate training." Society for Social Studies of Science annual meeting, Boston, Massachusetts. August 2017.

### Workshop Presentations

- "Working towards a more inclusive classroom: On making mistakes and moving forward," with S. Holder. UGA Spring Teaching Symposium, Athens, Georgia. February 2020.
- "Effective lesson planning. Teaching Assistant Orientation," with A. Janovec and R. Ranschaert. University of Georgia Fall TA Orientation, Athens, Georgia. August 2019.
- "Strategies for identifying and addressing hidden assumptions in the classroom," with S. Holder and C. Kas-Osoka, C. UGA Spring Teaching Symposium, Athens, Georgia, February 2019.

### Invited Guest Lectures

- "Intersectionality and diversity work" for *EOL 8000: Topics in Modern Ecology* (with S. Holder). Nov 2020.
- "Science, sciences, and feminism" for *WMST 4011: Understanding Research in Women's Studies*. Oct 2019.
- "Using Theater of the Oppressed to uncover hidden assumptions in the classroom" for *GRSC7850: Inclusive Teaching* (with S. Holder and C. Kas-Osoka) April 2019.
- "Biology, genetics, and the environment" for *WMST 8011: Feminist Research Methods*. October 2018.
- "Politics of translation" for *ANTH 4085/6085: Anthropology of Conservation*. August 2018.
- "Science and storytelling" for *UNIV 2112: Developing Literacies in the Social Sciences*. July 2018.
- "On the origin of a cultural anthropologist: Or becoming a feminist?" for *ANTH3265: Introduction to Cultural Anthropology*. March 2017.
- "Politics of home gardens" for *ANTH(PBIO) 4300L/6300L: Ethnobotany*. November 2017.
- "Ethnobotany and history" for *ANTH(PBIO) 4300L/6300L: Ethnobotany*. August 2017.
- "Feminist anthropologies: Embodiment, transnationalism, and gender" for *ANTH 3200: Anthropology of Consumption and Globalization*. April 2017.
- "Debating Inequality: UGA, race, and the Baldwin Burials" for *ANTH 3200: Anthropology of Consumption and Globalization*. March 2017.
- "Marine pollution, consumerism, and global assault of local autonomy" for *ANTH 1102: Introduction to Anthropology*. November 2016.
- "College landscapes: Identity, race, and gender" for *ANTH 1102: Introduction to Anthropology*. September 2016.
- "Debating inequality" for *ANTH 3200: Anthropology of Consumption and Globalization*. March 2016.

### Creative Contributions

- 2019 The Writing Intensive Program Blog, "Learning to Fail." <http://wip.uga.edu/learning-to-fail/>.

## University Service

2015-Present	Mentor, Undergraduate Mentor Program, Anthropology Graduate Student Organization.
2018-Present	Peer Mentor, Integrative Conservation Partnership Program.
2020	Invited Panelist, "Active learning as a TA," Center for Teaching and Learning. November.
2020	Session chair, Annual Women's Studies Student Research Symposium. February.
2020	Member, Women's Studies Student Symposium Committee.
2020	Co-organizer and co-presenter, "Diversity statements," TA Café. February.
2019	Panelist, "Practicing networking," Anthropology Undergraduate Mentor Program. February.
2018	Presenter, "Your research using the 300 most common words," Anthropology Undergraduate Mentor Program. April.
2016	Panelist, "Graduate Student Trajectories," Anthropology Undergraduate Mentor Program.

## Special Training and Teaching Related Experiences

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### Coursework Related to Teaching

Spring 2020	WMST 7770: Teaching in Women's Studies (3 credits)
Spring 2020	ECOL 8030 Exploring Representation and Identity within the Sciences (1 credit)
Fall 2019	WIPP 7001: Pedagogy of Writing in the Disciplines (3 credits)
Fall 2018	GRSC 7900: Course Design (3 credits)
Fall 2015	GRSC 7770: Graduate Teaching Seminar in Anthropology (1 credit)

### Conference Attendance

"Regenerating Research Culture: Feminist STS Approaches to STEM Graduate Education". Society for the Social Studies of Science Annual Meeting. September 7, 2019.

College of Education Diversity, Equity, and Inclusion Conference. University of Georgia, Athens, GA. March 2, 2018.

### Related Training

2020	Writing and Thriving at UGA Panel. University of Georgia, Athens, Georgia. February 28.
2020	Reflective Structured Dialogue Facilitator Training, J.W. Fanning Institute for Leadership Development. Athens, Georgia. February 8.
2019	Diversifying STEM Workshop. University of Georgia, Athens, Georgia. December 4.
2019, 2018	Navigating STEM Retreat. Program aimed at supporting graduate students from underrepresented groups. University of Georgia, Athens, Georgia. June 5.

## Evaluation of Teaching

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### Selected Qualitative Evaluations

#### On learning environment

- "This class is a great class that allows for uncomfortable (in a positive way) and engaging discussions. The workshop-style approach to this class allowed students to interact with a variety of materials, sources, and perspectives to learn about complex issues. I think that this class is a very good way of introduction to women studies for a person of any background."

#### On facilitating student growth

- "I learned a lot and it has helped me to view media, lessons, and situations with a new lens. I didn't fully understand intersectionality before this class and I wound up writing a paper in my English class on a play talking specifically about intersectionality and I cited articles from this class that greatly applied to my critical analysis. The class has helped me to grow and strengthen my view of the world."

- “She is good at facilitating discussion and helping lead us to a conclusion without necessarily telling us directly. I felt she was very organized as every class she has a power point to follow the lesson and discussion and had what we would be doing planned out far in advance.”

#### On instructional delivery skills:

- “She definitely gave great examples to tie in concepts with what's happening in the real world, which was helpful in tying everything together. She also encouraged discussion, which was one of the strongest parts about the course.”
- “She is good at facilitating discussion and helping lead us to a conclusion without necessarily telling us directly. I felt she was very organized as every class she has a power point to follow the lesson and discussion and had what we would be doing planned out far in advance.”

#### Overall

- “Christina Crespo did an excellent job of engaging students and getting them to think about concepts through a new lens. I really enjoyed that she was able to talk to each student and really try and see their point of view. Additionally, she made sure to include topics that we explicitly expressed were important to us as individuals and respected our input and feedback.”

### Quantitative Evaluations

Prompt	Fall 2020 (2 Sections)	Spring 2020 (1 Section)	Fall 2019 (1 Section)
Assignments and Activities were useful for helping me learn.	4.13	4.33	4.58
This course challenged me to think and learn.	4.17	4.50	4.47
Issues raised in class encouraged you to think critically.	4.08	4.50	4.58
The instructor made challenging materials accessible.	4.21	4.67	4.32
The instructor tried to increase the interest of students in the subject matter.	4.46	4.58	4.63
The learning environment created in this class stimulated the intellectual curiosity of students.	3.92	4.50	4.53
The instructor communicated key concepts clearly.	4.21	4.42	4.42
In this class, constructive debate was encouraged.	4.13	4.67	4.58

*Each prompt was scored using a 5-point Likert scale. Average scores are reported.*

### Unsolicited Student Feedback

“...I absolutely love the teaching style of this class. I feel that I have learned so much this semester through your style of teaching. This is different than any other class I have taken in college and it has been extremely beneficial to my style of learning and has interested me in this as a minor. I am so glad the material is given through readings and then discussed openly as a group, as well as, delivered through interactive projects rather than quizzes and tests. Also, ELC is extremely detailed, easy to navigate, and frequently updated...Thank you for keeping this class well organized and welcoming for all ideas and discussions.”