

TEACHING PORTFOLIO

PROF. DR. THOMAS JAN STODULKA

16 June 2021

TEACHING EXPERIENCE

Institute of Social and Cultural Anthropology, FU Berlin

- 2021 Politik und Wirtschaft (German, Lecture, BA)
- 2021 COLLOQUIUM (Ethnography Workroom) for supervised doctorate students
- 2021 Introduction to Psychological Anthropology (Seminar, MA)
- 2021 Connectivities and Mobilities of Childhood Education (English, Seminar, BA)
- 2021 Colloquium for MA-students (German, Seminar, MA)

- 2020 Theorien der Sozial- und Kulturanthropologie (German, Lecture, MA)
- 2020 Theorien der Sozial- und Kulturanthropologie (German, Seminar, MA)

- 2019 Anthropologies of Suffering and Well-being (Seminar, MA)
- 2019 Einführung in die Psychologische Anthropologie (Seminar, BA)
- 2019 COLLOQUIUM (Ethnography Workroom) for supervised doctorate students

- 2018 Affective and Emotional Economies (Seminar, BA)
- 2018 Ethnographies of Childhood and Adolescence (Seminar, BA)
- 2018 Introduction to Psychological Anthropology (Seminar, MA)
- 2018 Theorien der Sozial- und Kulturanthropologie (German, Lecture, MA)
- 2018 Theorien der Sozial- und Kulturanthropologie (German, Seminar, MA)
- 2018 COLLOQUIUM (Ethnography Workroom) for supervised doctorate students

- 2017 Anthropologies of Mental Health and Illness (Seminar, MA)
- 2017 Childhood, Adolescence, Youth in Southeast Asia (Seminar, BA)
- 2017 Emotion, Culture and Social Organization (Seminar, MA Sociology and Anthropology)
- 2017 Introduction to the Anthropology of Kinship and Relatedness (Seminar, BA)
- 2017 Theorien der Sozial- und Kulturanthropologie (German, Lecture, MA)
- 2017 Theorien der Sozial- und Kulturanthropologie (German, Seminar, MA)
- 2017 COLLOQUIUM (Ethnography Workroom) for supervised doctorate students

- 2016 Anthropology of Stigma and Resistance (Seminar, MA)
- 2016 Theorien der Sozial- und Kulturanthropologie (German, Lecture, MA)
- 2016 Theorien der Sozial- und Kulturanthropologie (German, Seminar, MA)
- 2011 Anthropologies of Social Inequality, Stigma, & Resistance (Seminar, MA)

- 2010 Ethnographies of Southeast Asia (German, Seminar, BA)

- 2009 Margins and Marginalization in Indonesia (Seminar, BA)
- 2009 Violence in Indonesia (German, Seminar, BA)
- 2009 Bahasa Indonesia I & II (Language Course, BA)

KUNCI Cultural Studies Center, Yogyakarta, Indonesia

2014-2015 The Ethnolab is a four week teaching collaboration aimed at promoting and supporting interdisciplinary research on sociocultural issues through ethnographic methodology. Initiated in Yogyakarta, it comprised of a series of conceptual and methodological conversations across disciplines to promote skills in ethnographic fieldwork and collaborative knowledge production between young researchers, artists, activists, and community members who participated in the research process (<http://ethnolab.kunci.or.id>).

Department of Comparative Literature, University of Berne, Switzerland

2013 Die Affekte der Forscher: Methoden und Theorien der Ethnologie, Primatologie und Reiseliteratur; [The Researcher's Affects: Methods and Theories on anthropology, Primatology, and Travel Writing]; 3-day workshop for literature graduate students.

Graduate School, Cluster of Excellence Languages of Emotion, FU Berlin

2011 Comparative Perspectives on Emotion & Culture (Seminar, doctorate students)

Department of Anthropology, Gadjah Mada University, Yogyakarta, Indonesia

2007 Dealing with Marginality: visual anthropologies of empowerment (Seminar, BA)

In addition, I have also taught at the International Winter School at Sigmund Freud University Berlin on the 'Symbolic beyond Words' (three-day in-house tutorial of international PhD students from anthropology, cultural psychology, and sociology) in 2018, and master classes at the Department of Anthropology, Utrecht University, The Netherlands in 2016, the Friday Morning Seminar at the Department of Anthropology, Harvard University, US in 2019, the Department of Communication and Cultural Psychology, Aalborg University, DK in 2019, and the Department of Social Anthropology, University of Manchester, UK in 2020. In October 2020, I have co-organized the 3-day Autumn Academy (online) 'Fieldwork meets Crisis' of the German Anthropological Association (DGSKA) for over 50 doctorate/PhD students on ethnography and fieldwork during the pandemic.

TEACHING APPROACH

I use group walking sessions to learn more about student's theoretical interest and scholarly motivation at the beginning of a semester. The 90-120 minutes walking sessions help in learning about students' concerns at the onset of a semester, or when discussing public or political issues related to the course work in resonating public spaces. They also create a mobile format of bringing students into peer dialogue and conversation.

Regular writing assignments include short response papers to texts, ad hoc essays on exploratory focused observation (e.g. in the U-Bahn: on embodiment and mobile technology practices; or positioned family 'genealogies': to illustrate the challenges and shortcomings of quantitative methods) or full essays that summarize main arguments of core readings, contextualize them historically, politically, and in a reflexive manner. The essays written in the seminars on suffering and well-being, and critical perspectives on mental health and illness have, for example, resulted in the publication of a blog titled 'anthro-metronom' (<https://www.anthrometronom.com>) that MA-students initiated and which I supervise on a voluntary basis.

'World café' sessions divide large groups into smaller sections to discuss central arguments of core texts or critical statements of politicians, journalists, activists etc. as they were published in blogs and newspapers. Volunteering 'table hosts' then summarize the main results and present them to the whole group. In the MA level, I use this method to help students design research proposals at the end of the teaching term.

I adopt flash presentations of 7 minutes (sharp!) on topics that students choose themselves to 'pitch' ideas to an audience and get their attention for further discussion. This exercise is important for students to focus on main arguments based on previous readings and self-organized literature research, and win over the audience's attention through engaging in mixed media presentations. I convey my feedback to them

based on the criteria of eloquence, clarity of argument, creativity of argument and presentation, and subsequent moderation/Q&A of the discussion during weekly open door office hours.

I hold regular supervision colloquiums for doctorate and MA students as well as hosted postdoc fellows in an 'Ethnography Workroom'. Here, didactics are not oriented towards issues of performativity. As the title suggests, this process encourages early-career scholars to share their challenges, dead-ends, and also potential research-related frustration with myself and the group.

My approach draws on the principles of intersectional teaching, which emphasizes inclusive and culture fair teaching practices. This awareness relates to the establishment of rather simple conventions of addressing each other in non-heteronormative ways or paying attention to language deficiencies in the course language, to more complex political and personal issues of racism, sexism, and bullying. I bring this awareness to my research, teaching, and service. Attending to students' positionalities and biographies is important, because it promotes a diversification of voices in classrooms and at departments. I support applications of doctorate students from different backgrounds and I strive for a diversified cohort of doctorate students.