



**“A LAC Variety Pack:
Varying Approaches
to Teaching LAC
Recitation”**

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Objectives

- **Outline general ideas for teaching a LAC recitation**
- **Offer some advice for standard practice, i.e. the constants**



Premises and Caveats

- **Why a variety?**
 1. **Instructor as entertainer vs. developing a dynamic teaching style**

- **But ...**
 1. **Demands of professor**
 2. **Demands of the course**



The Constant: TERMS

Clarifying problematic terms

- **Avoid the abuse of language (hegemony, discourse, interpellation / “hailing”, etc.)**
- **Give students the tools to discuss**

- **Do’s**
 1. **Use clear language with examples**

- **Don’ts**
 1. **Explain jargon with more jargon**
 2. **Do not introduce more terms**

Ways to Discuss: Before Class

- **Students' reflection**
 1. **Short writing assignments**
 2. **Blackboard discussion forums**





Ways to Discuss: Classic





Ways to Discuss: the “Voltron” Method or Building Groups

- **Progressively build discussion groups**

1. **Start small (question for an individual or a group of two)**
2. **Progression (groups of two, groups of four, groups of eight, etc.) with direction**
3. **Example: Globalization**





Ways to Discuss: Other Media

- **Using other media to generate discussion:**
 1. **Photos**
 2. **Films (from the MRC or elsewhere)**
 3. **Fine art (paintings, sculpture, etc. at the Ackland or a private gallery)**



Mexico City (Sebastião Salgado)



Ways to Discuss: “Take It Elsewhere”

- **Ackland Art Museum**
- **A café or restaurant**
- **Any tienda latina**
- **Student Stores**



Recap

- **The goal: discussion**
- **Variety for entertainment vs. dynamism**
- **Limitations**
- **Terms: the single constant?**
- **Ways of discussion:**
 1. **“Voltron” method**
 2. **Other media**
 3. **Different venues**