

## INTEGRATION OF RESEARCH AND TEACHING

University instructors are rarely still taught how to teach. We mostly figure it out while being trained up in our graduate programs to be expert researchers. This is a huge disjoin with our cultural approach to earlier stages in education. Why? The traditional answer I suppose is that students come to us not for our teaching expertise, but for our disciplinary expertise—to interact directly with those who are on the front of the creation new knowledge and refinement of human understanding.\*

If that's why we were exempted from the rigorous training expected of our colleagues in primary and secondary education, then at very least we have a responsibility to share our experiences at the very limits of our discipline, and by extension our own uncertainty.

This type of integration is about sharing our research with our students. In a general education class this means sharing my excitement over coins as historical evidence, showing how such evidence fits into big questions within the subject area.

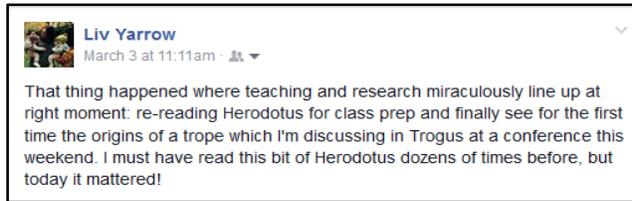


These images are from Fall 2015 Classical Cultures, class meeting 18. The first introduces the use of coins as more than illustrations; the second from later in the lecture demonstrates how Brutus, Caesar's assassin, used coin imagery to frame his own action and how this tied into his family heritage.

I've also had exceptionally positive experiences working with undergraduates as research assistants, and have even developed the curricular framework for this to be a credit bearing opportunity in our department. In my edited volume, *Polybius, Imperialism, and Cultural Politics* you'll find to Brooklyn college students credited in the acknowledgements for exceptionally careful and thoughtful work on the process of bringing it to publication.

Teaching can also inspire research. Most recently I was preparing for a class on Herodotus and rereading the portions directly after the Battle of Thermopylae. I've read this many times, but my re-reading along side my students allowed me to connect one of the Persian speeches negatively characterizing the Greeks,

\* This is [a link to a humorous diagram](#) explaining how PhDs extend human knowledge and how that shifts our perspective.



to a near identical characterization of the Romans in the speeches attributed to their foreign enemies. It allowed me to say with confidence the portrayal was a literary construction inspired by the conventions of the genre, not necessarily

a reflection of contemporary attitudes. I was so excited I posted it on Facebook.

Similarly this [pre-publication blog entry](#) on intersections of race, gender, social status grew out of my preparation for one of my final classes with my upper level research course last semester. Here my teaching has begun to open up a whole new avenue for research for me.

Finally, I have also had some experience with teaching as what I'm researching. You'll find some of my conference presentations on my Learn Community Initiatives under the "Assessment and other Analytics" section of my online teaching portfolio. The more I experiment with creative approaches, the more I want to both share my techniques, but also interrogate their efficacy.