

TEACHING STATEMENT

Mary E. Clarke, Ph.D.

From archaeological field schools in the jungles of Central America to dusty museum collections to small seminars and large lecture halls, my teaching experiences have been widely varied. Regardless of material or setting, three goals shape my pedagogy: 1) help students identify and build the skills within a diverse and inclusive learning environment; 2) develop varied approaches to critical thinking; and 3) cultivate a sense of curiosity and ownership in their own education. I encourage students to be active and collaborative explorers, creators, and generators of art, ideas, and knowledge.

Building the Foundation

I recognize that each student begins a course with varying foundations for learning. They arrive with different innate abilities, interests, and motivations, as well as levels of academic experiences. While each University matriculates a distinct student body, a growing majority of all college students are from historically underrepresented or economically disadvantaged groups, or are beginning or returning to education later in life, juggling several commitments simultaneously. My primary focus during the first weeks of the term is to assess each student's strengths, weaknesses, and interests, and to identify potential challenges to their success. In my "Visual Art in Context" course, for example, students worked in groups to discuss biases that are revealed when art is contextualized as well as decontextualized. I find that this team-work approach promotes active learning and establishes a sense of security among peers, providing self-confidence and creating a comfortable learning environment where everyone is a valued collaborator. Paired with casual conversations before and after class, I am able to note each student's preparedness, general interests, and goals, and also identify students who may need tailored, individualized attention.

I use my understanding of students' skills and goals to guide my explanations to them of complex concepts, and also to help relate these concepts to their own experiences and specific academic interests. As a result, discussions are fluid and fruitful. Students engage more readily with course material and perform better overall. I also create one-on-one study sessions where I tailor my approach to each person. I hear appreciative feedback in course evaluations, such as this: "Mary is one of the best professors I have had. She was very passionate not only about the material, but about us and making sure that the students engaged with the material in a way that mattered to them." My primary hope is to help student build their own ladders for learning, so that they can make each successive step more productive and meaningful. Whether or not students see themselves as aspiring artists, archaeologists, or art historians, they can see themselves as learners for life. I hope to instill confidence to develop ideas, create cogent arguments, and connect the dots – whether in my classroom, the next classroom, or beyond.

Critiquing Content and Context

Critical thinking requires practice. I want analytical exploration to become a habitual response when my students are presented with information, whether the source is a work of art, an archaeological site, an academic book or article, or simply lectures and discussions. Art History and Anthropology naturally facilitate the development of critical engagement with visual culture by presenting students with new forms of expression from diverse sources. When confronting the visual, I want my students to move beyond initial acceptance, and to remember that surface values,

statements, and practices are often constructs of our own static thinking. I want to encourage them to go deeper, to consider how artists can be agents for communicating radically different constructs, and to be alive to the ways in which visual expression may arise from within a culture yet work to question and unsettle it.

In the co-listed course “Ancient Maya Civilization,” I developed an interdisciplinary curriculum that explored the layered and complex history of interpreting and authoring ancestral Maya history. Rather than presenting content as fixed within a Culture Historic framework, I juxtaposed readings from indigenous Maya scholars seeking to unsettle authorial claims to interpretation with scholarship that presents that knowledge as fact from which future work can be advanced. By doing so, students employ critical thinking and evaluate how to mediate these seemingly disparate positions within the field through collaboration. As such, I assigned them final projects that placed them in exactly this position. They worked across their majors to design interdisciplinary research that approach a shared topic from different datasets and perspectives to illustrate how we may move forward. By adding a sense of personal immersion to critical engagement with ancestral Maya history, I was able to foster empathy and reflective awareness of decoloniality. Students looked beyond the textbook definition of Maya history; they invested in and also crafted their own unsettled scholarship that was inclusive of indigenous criticisms.

Create and Collaborate

A hands-on, collaborative approach is at the core of my teaching philosophy. I take responsibility for the learning environment, and consider myself a facilitator, engaged in a partnership with my students. I see learning as a process of discovery, to which each student brings diverse insights and experiences.

Nowhere is this more evident than in the field. My ongoing work in Latin America allows me to engage students beyond the classroom, provide opportunities for independent research, experiential learning, and exposure to new perspectives and training in an international setting. As a teaching fellow for Boston University’s Study Abroad Program in Guatemala, I guided students through the steps of identification, excavation, and documentation of material culture. Prior to entering the field environment, I designed a series of interactive exercises that prepared students for excavation, including surveying sections of a Colonial church, illustrating a digital projection of a monumental stela, and producing 3-Dimensional scans of backpacks and residential settings. Each exercise focused on developing necessary skills in low-stakes settings; this allowed students to receive feedback and gain confidence to enter a real excavation setting. Once excavations began, students supervised their own units and collaborated directly with their international colleagues. Dispersing authority encouraged students to embrace their own responsibility and accountability in the learning process – a successful strategy, as many went on to write honors theses and present their results at academic conferences. I intend to continue this work on my new project as covid restrictions lift and it becomes more tenable within the communities where I collaborate.

In sum, I want students to become confident in their artistic and academic foundations, to think critically as a reflex, to be responsible for their own hard-earned knowledge. I want them to leave my classes having better learned how to learn.

MARY E. CLARKE, Ph.D.
Teaching Portfolio

TEACHING PHILOSOPHY

In our increasingly globalized world community, I view classes on the deep cultural histories of different world regions as an essential component of an undergraduate education. For those students already drawn to the subjects covered in my classes, I hope to offer new insights into patterns in human behavior and stimulate interest in applying what they learn to their personal and professional lives. For those simply taking courses to fulfill a distribution requirement, I hope to offer them a richer understanding of themselves and a familiarity and tolerance of other cultures. I propose to students that the most important part of a college education is learning how to effectively process information, reflect critically on it, and demonstrate their ability to combine learning and reflection in coherent writing. These are all essential skills for working in the modern world, and they may as well practice them with a dataset that is lots of fun: the commonalities and particularities that make humankind so unique.

TEACHING POSITIONS AND COURSES

Visiting Assistant Professor or Lecturer

University	Dept.	Class#/Title	Qu/Sem
BU	Anthro	ARCH 505 – Digital Archaeology	<i>Spr 22</i>
BU	Anthro	ARCH 201 – Americas Before Columbus	<i>Spr 22</i>
BU	Anthro	ARCH 101 – Introduction to Archaeology	<i>Spr 22</i>
CSU-LB	Art His	AH 457/557 – Pre-Columbian Art History (remote)	<i>Fall 21</i>
BU	Anthro	AR/AH 251 – Ancient Maya Civilization	<i>Fall 21</i>
BU	Anthro	ARCH 101 – Introduction to Archaeology	<i>Fall 21</i>
UCSB	Art His	AH168O – Seminar in Latin American Art History (remote)	<i>Spr 21</i>
BU	Anthro	ARCH 101 – Introduction to Archaeology (hybrid)	<i>Spr 21</i>
BU	Anthro	ARCH 201 – Americas Before Columbus (hybrid)	<i>Spr 21</i>
BU	Anthro	ARCH 505 – Digital Archaeology (hybrid)	<i>Spr 21</i>
BU	Anthro	ARCH 101 – Introduction to Archaeology (hybrid)	<i>Fall 20</i>
SCAD	Art His	CTXT 122 – Visual Culture in Context: Making Modernities (remote)	<i>Fall 20</i>
BU	Anthro	ARCH 100 – Great Discoveries in Archaeology (remote)	<i>Sum 20</i>

Teaching Assistant/Fellow

University	Dept.	Class#/Title	Instructor	Qu/Sem
BU	Anthro	ARCH 101 – Introduction to Archaeology	Bria	<i>Fall 19</i>
SCAD	Art His	ARTH 240 – Treasures of Provence (abroad)	Kleutsch	<i>Sum 17</i>
BU	Anthro	ARCH 100 – Great Discoveries in Archaeology	Rossi	<i>Fall 16</i>
BU	Anthro	ARCH 503 – Archaeological Field Methods (abroad)	Saturno	<i>Spr 16</i>
BU	Anthro	ARCH 551 – Maya Civilization (abroad)	Saturno	<i>Spr 16</i>
BU	Anthro	ARCH 556 – Mesoamerican Archaeology (abroad)	Saturno	<i>Spr 16</i>
BU	Anthro	ARCH 251 – Ancient Maya Civilization	Saturno	<i>Fall 15</i>
BU	Anthro	ARCH 101 – Introduction to Archaeology	Murowchik	<i>Spr 14</i>
BU	Anthro	ARCH 101 – Introduction to Archaeology	Carballo	<i>Fall 14</i>
BU	Anthro	ARCH 503 – Archaeological Field Methods (abroad)	Saturno	<i>Spr 14</i>
BU	Anthro	ARCH 551 – Maya Civilization (abroad)	Saturno	<i>Spr 14</i>

BU	Anthro ARCH 556 – Mesoamerican Archaeology (abroad)	Saturno	Spr 14
USC	Anthro ANTH 400 – Maya Resilience (abroad)	Garrison	Sum 14
USC	Anthro ANTH 450 – Field Research in Maya Arch (abroad)	Garrison	Sum 14
USC	Anthro ANTH 400 – Maya Resilience (abroad)	Garrison	Sum 13
USC	Anthro ANTH 450 – Field Research in Maya Arch (abroad)	Garrison	Sum 13

SUMMARY OF STUDENT EVALUATIONS

UCSB Spring 2021

AH 168O

Category	Mean (n=4)
Please rate the quality of the instructor's teaching (1-5 ranking with 1 = excellent and 5 = poor)	1.0
Please rate the overall quality of the course, including its material or content, independent of the instructor's teaching (1-5 ranking with 1 = excellent and 5 = poor)	1.0

Please indicate what you consider to be the most valuable aspects of the course:

- going into detail about how misleading history can be and how we naturally apply our own surroundings and experiences to the past. This applies to the Maya and how many aspects of their culture can never fully be known.
- The overall social and cultural awareness I have gained, and general knowledge on Maya society, societal structure, rituals, traditions, etc. have all been incredibly valuable. I loved the course overall and gained a ton of knowledge.
- The professor and participatory elements of the course. Dr Clarke is so intelligent and I feel privileged to have worked with her. We were very lucky to have such a small class as it allowed us to all contribute to discussions each meeting. The way that Dr Clarke came to class each day with excitement for the material and a welcoming attitude made working hard feel easy. Her knowledge on the course material is incredible, and I loved learning from someone who is so actively engaged in the research and topics that she is teaching about. All members of the class improved their discussion leading and presenting skills over the course of the class while also learning a wide-range of fascinating elements regarding mayan culture and art. Assignments were challenging but thoughtful and made us engage with the material in a way that led us to learn a lot but also left room for creativity.
- The variety of readings that we reviewed was very helpful. I also greatly appreciate the flexibility that Prof. Clarke gave us in following our own personal interests for projects and papers, helping us find ways to connect our own majors and work to the course's topic. Prof. Clarke was also very open to hearing everyone's opinions, and created a respectful and comfortable environment for us to present questions and theories. Would highly recommend this course to other students!

BU Spring 2021

Archaeology 101 – Introduction to Archaeology

Category	Mean (n=35)
Relevance of assigned readings (1-5 ranking with 1 = low and 5 = high)	4.43
Difficulty of course (1-5 ranking with 1 = easy and 5 = difficult)	3.00

Workload in course (1-5 ranking with 1 = light and 5 = heavy)	2.60
Usefulness of assignments and papers (1-5 ranking with 1 = poor and 5 = excellent)	4.44
Overall course rating (1-5 ranking with 1 = poor and 5 = excellent)	4.47
Effectiveness in explaining concepts (1-5 ranking with 1 = poor and 5 = excellent)	4.53
Ability to stimulate interest in subject (1-5 ranking with 1 = poor and 5 = excellent)	4.34
Encouragement of class participation (1-5 ranking with 1 = poor and 5 = excellent)	3.94
Fairness in grading (1-5 ranking with 1 = poor and 5 = excellent)	4.34
Promptness in returning assignments (1-5 ranking with 1 = poor and 5 = excellent)	4.2
Quality of feedback to students (1-5 ranking with 1 = poor and 5 = excellent)	4.06
Availability outside of class (1-5 ranking with 1 = poor and 5 = excellent)	4.31
Overall rating of instructor (1-5 ranking with 1 = poor and 5 = excellent)	4.46
Instructor emphasizes the overall goal of each class meeting (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.69
Instructor indicates important points to remember (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.43
Instructor shows genuine interest in the students (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.69
Instructor adjusts pace of lectures to student's level of understanding (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.43
Instructor seems well prepared (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.86
Instructor effectively uses visual aids, slides, handouts (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.71
Instructor stimulates interest in the material (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.60
Instructor discusses points of view other than his/her own (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.74
Instructor discusses recent developments in the field (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.77

Additional Comments:

- This course and Professor Clarke both focused on giving students multiple perspectives and approaches to archaeology, while incorporating technical information. I felt better informed about the strengths and

weaknesses of past archaeology (and current in some cases) and how harmful it could be when misused, and also the steps that we are able to take to make right some past wrongs and continue on in the future to study accurately the past populations without causing further harm.

- Very clearly cares about the subject she is teaching. Wants to make sure that all voices are heard when teaching, so she actively works to better herself and her course material.
- This course is designed in a way that stimulates interest. I absolutely enjoyed learning about Archaeology through the entertaining slides as well as the videos. As a 101 course, professor Clarke touches upon a multitude of concepts and topics that are associated with different times and places of the past in relation to the present.
- Professor Clarke was an absolutely wonderful professor who I felt more than effectively stimulated students' interest in a subject that is sometimes full of challenging concepts and terminology. She made herself available to help students at all times and returned emails in a timely manner without fail. She was also very accepting of the circumstances students and themselves in during this pandemic and offered several times to work with students to and a timeline for assignments that worked best for them. She was also a very organized instructor and made explicit which topics were focal to each lesson and the exams. Professor Clarke was a wonderful instructor and one of, if not the, most dedicated professors I've ever had the pleasure of meeting and learning from.
- Prof. Clarke is incredibly engaging and really shows that she cares about her students. Her content is incredibly thorough and relevant and she does her best to be an intersectional archaeologist and ally. Her lectures were my favorite part of my semester.
- Extremely well-organized course, lecture always begins with overview and topics that will be covered, grading of assignments/participation points are clearly outlined - Lectures are told in a narrative-like manner - Professor Clarke comes to class every single day genuinely EXCITED to be teaching archaeology; her enthusiasm is infectious and makes me look forward to attending lecture - Super accommodating -Always asking for ways to improve the course/her teaching style, how to incorporate case studies from around the world/about all different kinds of people
- Professor Clarke is very enthusiastic about the subject and does her very best to make the material interesting and accessible to students of various back-grounds. She is knowledgeable, but possibly more importantly, she also understands that no one can be an expert on everything and that some subjects are covered best by those most effected by them. The course is a good overview of the discipline of archaeology, including its history, methodology, and current state as a field.
- Professor Clarke was extremely open about her biases and how she was also still a learner in the field. I appreciated her transparency and enjoyed her different lectures and how she added in more than one viewpoint each time we discussed a new topic. It was very clear that she is an expert in her field, and that she is passionate about archaeology and wants to share her passion with others. While I'm not an archaeology major, Professor Clarke's energy made me look forward to the topics and had me interested in something I was not expecting to enjoy. I'm happy to have had her as a professor!

Archaeology 201 – Americas Before Columbus

Category	Mean (n=21)
Relevance of assigned readings (1-5 ranking with 1 = low and 5 = high)	4.62
Difficulty of course (1-5 ranking with 1 = easy and 5 = difficult)	3.19
Workload in course (1-5 ranking with 1 = light and 5 = heavy)	3.29

Usefulness of assignments and papers (1-5 ranking with 1 = poor and 5 = excellent)	4.43
Overall course rating (1-5 ranking with 1 = poor and 5 = excellent)	4.48
Effectiveness in explaining concepts (1-5 ranking with 1 = poor and 5 = excellent)	4.05
Ability to stimulate interest in subject (1-5 ranking with 1 = poor and 5 = excellent)	4.52
Encouragement of class participation (1-5 ranking with 1 = poor and 5 = excellent)	4.38
Fairness in grading (1-5 ranking with 1 = poor and 5 = excellent)	4.67
Promptness in returning assignments (1-5 ranking with 1 = poor and 5 = excellent)	4.57
Quality of feedback to students (1-5 ranking with 1 = poor and 5 = excellent)	4.38
Availability outside of class (1-5 ranking with 1 = poor and 5 = excellent)	4.62
Overall rating of instructor (1-5 ranking with 1 = poor and 5 = excellent)	4.48
Instructor emphasizes the overall goal of each class meeting (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.75
Instructor indicates important points to remember (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.30
Instructor shows genuine interest in the students (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.80
Instructor adjusts pace of lectures to student's level of understanding (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.25
Instructor seems well prepared (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.55
Instructor effectively uses visual aids, slides, handouts (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.40
Instructor stimulates interest in the material (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.65
Instructor discusses points of view other than his/her own (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.75
Instructor discusses recent developments in the field (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.85

Additional Comments:

- Immensely interesting content elevated by one of the loveliest professor around. Ms. Clarke was immensely knowledgeable, prepared, and in depth for every one of the peoples we learned about. Talk about incredible presenter !!!

- Professor Clarke is very understanding and compassionate. She always makes sure to engage the class in discussions as well as adjust the syllabus to help and accommodate the class. Assignments helped with my understanding of the topics discussed in class

- Professor Clarke is one of the greatest professors at BU. She genuinely cares about each and every single one of her students and does everything in her power to make sure that you actually learn, not just complete assignments.

- Professor Clarke is a great instructor. She is very clearly passionate about the subject which generates a lot of excitement about the content while explanation. She is also really fun and explains really thoroughly. I also think that another great strength is relating history to the present. It is really interesting to see the ethnography of ancient cultures in this modern day and age. Professor Clarke also always gives very thorough and constructive feedback on assignments and exams. I am actually a BME major and took this class as a hub elective. When I was registering for classes for the fall semester, I tried to enroll in another archaeology class for my last hub elective, AR250, that was also taught by Prof. Clarke. It was not available unfortunately but that goes to say how much I enjoyed this class! Thanks for everything Professor :) !

- Overall the instructor's strengths consisted of her understanding and compassion towards her students which made everything much easier to learn and engage with.

- The course introduced interesting topics and fostered discussion about them amongst the students and instructor. The course also was able to cover a wide range of topics across important time periods and regions. Material in the course also was relevant to modern conversations and made archaeological evidence more profound and important. Prof. Clarke showed great enthusiasm in the material and her teaching style. She shared the enjoyment of the students as the course material was presented.

- I really, really loved this course. The information imparted was interesting and inclusion of prior knowledge and previous interest was encouraged. The environment Professor Clarke created was really inviting and comfortable and made sharing and discussion easy and fun. The way the lectures were structured was really engaging and Professor Clarke was amazing at explaining concepts, even when they're complex and don't have simple definitions. The inclusion of discussions during lectures was genius, it really allowed for us to talk through and make sure we understood those complex topics and could explain them ourselves. It also allowed for new connections between cultures and time periods as well as forcing us to think critically about archaeological assumptions and models. The way Professor Clarke integrated indigenous perspectives was enlightening, illuminating, and all too rare. The assignments and exams were clearly explained and returned promptly.

- Professor Clarke is an amazing instructor. You can tell that she very passionate about the topic and makes sure to explain everything to the best of her ability. Her strength is her understanding and fairness towards the class. She also has a very organized way of scheduling office hours!

- Professor Clarke is easily the kindest professor I have had so far. Her class is very interesting as well.

- This was my favorite class this semester. I would definitely take it again and recommend both it and Professor Clarke highly to peers.

- I struggled a lot this semester with my mental health and professor Clarke is the reason I was able to get all my things in order again. I will always be thankful for the second chance she gave me to get my work in.

- The instructor was the highlight of the course. Her enthusiasm and engagement made the topics all the more fun to learn and talk about. She made the themes we were learning about more relevant by asking about our experiences and opinions. The discussions were really where the class shined, because the instructor created a safe space where people could share their ideas about the past, present, and future. I will miss this class, but most of all the instructor. It is crucial for the instructor to care a lot about the topic

they teach, and you cannot and a more enthusiastic instructor for this class; she was just right for the course. 11/10 would recommend.

Archaeology 505 – Digital Archaeology

Category	Mean (n=13)
Relevance of assigned readings (1-5 ranking with 1 = low and 5 = high)	4.62
Difficulty of course (1-5 ranking with 1 = easy and 5 = difficult)	3.08
Workload in course (1-5 ranking with 1 = light and 5 = heavy)	3.38
Usefulness of assignments and papers (1-5 ranking with 1 = poor and 5 = excellent)	4.46
Overall course rating (1-5 ranking with 1 = poor and 5 = excellent)	4.46
Effectiveness in explaining concepts (1-5 ranking with 1 = poor and 5 = excellent)	4.38
Ability to stimulate interest in subject (1-5 ranking with 1 = poor and 5 = excellent)	4.46
Encouragement of class participation (1-5 ranking with 1 = poor and 5 = excellent)	4.31
Fairness in grading (1-5 ranking with 1 = poor and 5 = excellent)	4.46
Promptness in returning assignments (1-5 ranking with 1 = poor and 5 = excellent)	4.38
Quality of feedback to students (1-5 ranking with 1 = poor and 5 = excellent)	4.69
Availability outside of class (1-5 ranking with 1 = poor and 5 = excellent)	4.85
Overall rating of instructor (1-5 ranking with 1 = poor and 5 = excellent)	4.69
Instructor emphasizes the overall goal of each class meeting (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.38
Instructor indicates important points to remember (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.46
Instructor shows genuine interest in the students (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.92
Instructor adjusts pace of lectures to student's level of understanding (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.38
Instructor seems well prepared (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.62
Instructor effectively uses visual aids, slides, handouts (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.46
Instructor stimulates interest in the material	4.54

(1-5 ranking with 1 = strongly disagree and 5 = strongly agree)

Instructor discusses points of view other than his/her own 4.38

(1-5 ranking with 1 = strongly disagree and 5 = strongly agree)

Instructor discusses recent developments in the field 4.85

(1-5 ranking with 1 = strongly disagree and 5 = strongly agree)

Additional Comments:

- Really invested in course topics and promotes great conversation/discussion from students
- Dr. Clarke was an amazing instructor for this class. Her strengths lie in her ability to connect real-life experiences and applications to theory and current literature. Her syllabus was amazing in so many ways. I had never taken a class with such rich and applicable literature. Often times, archaeology classes are good at teaching content but not teaching how the content is applied in the world or in real life situations but Mary has done an amazing job to give us the tools to apply the knowledge we learn to situations and research. Additionally, the way our final project was structured to be worked on throughout the course allowed me to produce well thought out work instead of rushing to finish a final in two weeks. Additionally, Dr. Clarke cares deeply about her students and their success and goes out of her way to express this.
- Professor Clarke is one of the best professors I have had in my three years at Boston University. She is kind, fair, and outgoing. Our discussions in class are always engaging and she is so open to discussing anything we want to at any time. Outside of class, she is extremely easy to talk to about anything including the class, after-college plans, and beyond. Her grading is fair and she gives wonderful feedback. She really wants us to be the best she can be and I have greatly improved as a student and as a person since taking her class. She is truly a skilled and wonderful professor.
- Extremely engaging and knowledgeable. She allows her students to develop their own ideas and allow them to evolve and grow. Always makes sure to create a comfortable environment and make discussion a fun and intriguing time.
- Professor Clarke shows an uncommon interest in the success of her students. Her treatment of the course allowed me to engage in topics and methods I would otherwise have no access to. The readings she assigned were relevant and from diverse viewpoints allowing us to experience the subject from beyond the traditional white-male dominated literature. The classroom environment fostered healthy and respectful discussion. Prof. Clarke is incredibly skilled at making her students feel safe and heard. Outside of the classroom, Professor Clarke is incredibly accessible. She is ready and willing to help students beyond the scope of the course and offers much needed advice and assistance when sought. Her encouragement and excitement is genuine and she cares deeply about the wellbeing and success of her students. She knows just how hard to push her students in order to have them present their best work while remaining a steadfast support and offering flexibility at the right times.
- Prof. Clarke was always available to help me with my projects and papers and the time she spent with me was much appreciated.
- I think the course was good in providing a wide range of topics and a lot of different perspectives about digital archaeology. Professor Clarke is also very approachable.
- Dr. Clarke is the type of professor who wants to see every student be the best version of themselves and present the best work they are capable of. She does this by encouraging our creative pursuits and academic interests, while somehow always finding a relevant reading or inviting the coolest academic to talk more about the topic. I particularly loved the practical "Methods Presentations" that were integrated throughout the semester with whatever topic it pertained to. These presentations gave us creative freedom to try out new things and share what we learned in a fun to watch and fun to make way. Not to

mention the peer review of these presentations were particularly helpful in both creating my own and receiving feedback as well. Finally, the feedback she gives on each assignment is above and beyond helpful and always brought new ideas to my assignment that were invaluable to my ^{own}nal. This class has been absolutely essential to my understanding of the future of archaeology. Dr. Clarke acknowledges her privilege in the space, lifts up indigenous, POC, and queer voices, and constantly models how to engage more deeply with these topics. The care that Dr. Clarke takes to engage and encourage us all through rigorous scholarship and discussion is truly the blueprint of what I hope every professor strives for.

- Professor Clarke is extremely kind and understanding, which makes her class feel very safe. Additionally, she included conversations about ethics, which are rarely included in other archaeology courses.
- One of the best courses in the Archaeology Program
- This course was a pleasure to take. It was a source of stability and fun in an otherwise stressful and uncertain semester. I feel incredibly lucky to have been in this course and to have had Professor Clarke teach it. Thank you for making this semester bearable and being a steadfast support when it was needed most. It has been a privilege to take a class with Professor Clarke, and especially one as discussion-heavy as this one. I have never had a professor so attentive and so willing to engage with the students about any topics. She frequently checked in not only in our class work but on our well-being. She was a joy to have and I will miss seeing her in class every week.
- This class was great and I recommend it for people who can take it in person to get a better hands-on experience with digital methods.
- I liked the idea of the course and I learned a lot of valuable information, but I believe it could be tweaked a bit to make it more accessible for students, especially since so many of us are taking other workload heavy courses.
- Thank you Dr. Clarke for all you are doing in the field and for your students. We immensely appreciate you.

BU Fall 2020

Archaeology 101 – Introduction to Archaeology

Category	Mean (n=27)
Relevance of assigned readings (1-5 ranking with 1 = low and 5 = high)	4.07
Difficulty of course (1-5 ranking with 1 = easy and 5 = difficult)	3.52
Workload in course (1-5 ranking with 1 = light and 5 = heavy)	3.22
Usefulness of assignments and papers (1-5 ranking with 1 = poor and 5 = excellent)	3.77
Overall course rating (1-5 ranking with 1 = poor and 5 = excellent)	3.96
Effectiveness in explaining concepts (1-5 ranking with 1 = poor and 5 = excellent)	4.08
Ability to stimulate interest in subject (1-5 ranking with 1 = poor and 5 = excellent)	3.96
Encouragement of class participation (1-5 ranking with 1 = poor and 5 = excellent)	4

Fairness in grading (1-5 ranking with 1 = poor and 5 = excellent)	4.3
Promptness in returning assignments (1-5 ranking with 1 = poor and 5 = excellent)	4.15
Quality of feedback to students (1-5 ranking with 1 = poor and 5 = excellent)	3.96
Availability outside of class (1-5 ranking with 1 = poor and 5 = excellent)	4.26
Overall rating of instructor (1-5 ranking with 1 = poor and 5 = excellent)	4.22
Instructor emphasizes the overall goal of each class meeting (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.56
Instructor indicates important points to remember (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.44
Instructor shows genuine interest in the students (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.74
Instructor adjusts pace of lectures to student's level of understanding (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	3.89
Instructor seems well prepared (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.59
Instructor effectively uses visual aids, slides, handouts (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.56
Instructor stimulates interest in the material (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.41
Instructor discusses points of view other than his/her own (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.37
Instructor discusses recent developments in the field (1-5 ranking with 1 = strongly disagree and 5 = strongly agree)	4.74

Additional Comments:

- I think that Professor Clarke is very passionate about the subject and that makes it easy to listen to lectures. I think that the course covers many interesting topics.
- The instructor is able to adapt the course according to the changing learning environments, which I greatly appreciate. She listens to the feedbacks, and applies changes to the course immediately.
- Professor Clarke was so enthusiastic and eager to share her knowledge. She made me super excited about archaeology and its full range of possibility. Furthermore, she connected with students on a personal level by engaging us in conversation and encouraging participation via the chat. She even emailed us before class began, asking if we had any personal interests she could integrate into her syllabus. Amazing! I never felt that I was losing something valuable by being remote rather than in-person because of Professor Clarke. Additionally, she put a lot of effort into making sure she was creating an inclusive environment that was fair to everyone by asking for student feedback and responding to it. I also felt she did a great job of responding to student needs in regard to the extra stresses of the pandemic. The best part was that none of it was lip-service! She actually changed parts of the class to better accommodate students without compromising on the difficulty of the course or what she wanted for it. Last but definitely not least, Professor Clarke provided us with numerous recommendations for

additional readings/videos/podcasts, etc., that again made learning very engaging and communicated her interest in ensuring our success. Professor Clarke made herself extremely available outside of class for extra help/review as needed. For example, when we had to rush through some information because of time constraints in lecture, she set up an extra meeting to go over the information and answer student questions about the material, which was hugely appreciated. Also, her powerpoints are fantastic!

- Prof. Clarke is truly a model example of what I wish all professors were like. She is knowledgeable in many areas, engages with race and LGBTQIA discourse in the field, and gives great perspective and context on the concepts of archaeology as well as the field itself. She wants feedback and will change the course as necessary to help students succeed. She is readily available to offer support and consistently encourages diverse perspectives. I am truly blown away about the amount I have learned this semester. I also greatly appreciate the number of podcasts/vlogs/readings that were available to diversify my understanding.

- Clarke, unlike many other professors, went out of her way to take in student feedback and make active changes for the course and exam structure to better accommodate those changes. This has been the most adaptive course I've taken that's considered mental health and pandemic stress and difficulties and she has always taken the time to address concerns and any questions. Additionally, I enjoy that the assigned readings are not always limited to readings, and she offers multitype media to engage with the coursework. Personally, I enjoyed listening to the podcasts the most. Overall, she's great!

- Professor Clarke was an amazing professor for AR101. As a student who had never taken an archaeology class before, she was able to get me interested in the archeological concepts/material as well as made my time spent in class really enjoyable. She incorporated various aspects and perspectives held within archaeology into lectures, which I felt did well to give me a balanced view on the archeological field. Throughout the semester, she was really engaging with her students during lectures and she went above and beyond to make sure that we understood the material. Professor Clarke was most likely readily available outside of the classroom (through email or office hours) and when she was not, she got back to us as soon as possible. Also, Professor Clarke was very understanding during such a difficult and unprecedented semester and did her best to work with students while everyone is trying to figure out how to deal with chaotic times. She was always open to feedback and took the necessary measures to make the class beneficial for everyone involved. She genuinely cares that students not only learn all about the wonderful and powerful capabilities of archaeology but that they are also doing well and successful in life. Overall, I enjoyed my time spent in this course with Professor Clarke and would highly recommend to other students.

- Prof. Clarke did an excellent job lecturing in a way that was interesting and manageable. I appreciated the way she incorporated multiple mediums for digesting content. I also think she went above and beyond to be flexible for students during the pandemic. The exams encouraged us to think critically and engage with the information we were learning instead of just memorizing concepts which I think is much more valuable.

- Professor Clarke is one of the kindest professors I have had. It is obvious that she cares about her students. When she receives feedback from us she follows through each time. From readjusting her class content to being available for students via zoom, it shows how much she cares not just about her class, but her students.

- Prof. Clarke is extremely knowledgeable about the field of Archaeology. She does a great job at explaining topics and is always available to chat with her students about the information and has an array of resources to share.

- Professor Clarke was an incredible professor. She was genuinely excited about what she was teaching and that made everyone else excited, too. She was so flexible, especially in these times, and it means the world to me. She listened to our suggestions and changed the course. She made me feel included in Archaeology. I loved her so much.
- She was really receptive to feedback and when we were telling her what worked well and what didn't she actually listened to us and made changes that helped us learn better and understand the material better. She is also very engaging and it is really clear that she likes what she is teaching which makes it much more fun to learn about.
- Professor Clarke truly cares about what she teaches, and her students. She adapts to conflicts and concerns of the class and tries her absolute best to make a safe environment for everyone.
- Prof. Clarke is a wonderfully intelligent and compassionate teacher. Her passion for archaeology comes through in her teaching, and it inspires a similar interest in her students.
- As another student said, this wasn't AR101, this was AR10-fun! Thank you for a great semester, Professor Clarke!
- Professor Clarke is my favorite professor I've ever had. Thank you for the class!
- The last third of the semester integrates amazing social aspects and taught me much more than I would have learned by myself.

SCAD Fall 2020

Context 122-18 – Visual Culture in Context: Making Modernities

Category	(1–4 ranking with 4 = strongly agree)	Mean (n=20)
Professor fostered a supportive, respectful, and professional learning environment		3.75
Professor generated an engaging learning experience		3.65
Professor was consistently well-prepared for class		3.55
Professor guided us through the course and effectively delivered content		3.6
Professor's use of Blackboard facilitated engaged teaching and learning		3.5
Professor clearly communicated assignment expectations and grading criteria		2.9
Professor provided feedback on graded material in a timely manner		3.45

Additional Comments:

- Professor Clarke wanted to make sure each student could apply what we learned to our majors so we could use the information from the class to our best benefit, she gives a lot of room for creativity with projects it's not all about memorization.
- Give us freedom to pursue our own interests, leading to everyone doing work on topics they were passionate about.
- Did a good job of getting students to interact with the subject material in a more personal way.
- Really loved the material covered in class and all the supplementary materials used to teach lectures. It really helped to ground me in the material.
- I think the best thing my professor did this quarter was giving us freedom to pick what we wanted to research for our projects and presentations.
- There was a lot of freedom regarding which cultures we wished to talk about. Professor Clarke would also allow for us to request more time for certain cultures, and each student's spotlight was something they chose themselves. In most classes, I usually don't get such a big opportunity to talk about the

beauty of Mexican culture, so I quite enjoyed the opportunity and platform Prof Clarke gave me to share my culture with my peers.

- She made the projects directed to our major so we would be able to apply the information to our field of study.
- Incorporated subjects outside of art history that related to relevant topics today and what was taught in class. Also incorporated art history and our majors into projects.
- She was very vocal and informative about all of our assignments and allowed times for questions. She was also very quick about answering emails if we had questions.
- We had a lot of freedom with our projects and were allowed to make them relevant to our interests and majors. This made them enjoyable to work on and it didn't just feel like busywork.
- Kept an open mind towards her students. Whether it was the syllabus itself or each class she understood students problems or worries.
- Honestly, just her overall positive attitude and interest in her work makes it absolutely amazing learning about culture. She is very considerate in what her students want to learn about, and her class at some points feels more like an agreed meeting where we converse rather than just sitting in a classroom listening to some lecture.
- I really loved all the resources that were made available during the quarter for the course and just extra resources that may have been interesting. She did a great job of remembering our interests and projects
- Provide links to very interesting content that was interactive and stimulated interest in the material covered
- Prof. Clarke really helped introduce our majors into the class and let us apply ourselves to the information to the point where I was genuinely interested in the information!
- Provide feedback in a timely manner and allowed us to venture into cultures beyond what the curriculum states to cover, including the respective cultures of the students. One of my biggest complaints about art history classes is that there is not enough representation of other cultures besides Europe, so that was really nice to see.
- this has definitely been one of my favorite classes ive taken at SCAD so far.

SCAD Fall 2020

Context 122-19 – Visual Culture in Context: Making Modernities

Category	(1–4 ranking with 4 = strongly agree)	Mean (n=25)
Professor fostered a supportive, respectful, and professional learning environment		3.92
Professor generated an engaging learning experience		3.8
Professor was consistently well-prepared for class		3.84
Professor guided us through the course and effectively delivered content		3.88
Professor’s use of Blackboard and other technologies facilitated engaged teaching and learning		3.72
Professor clearly communicated assignment expectations and grading criteria		3.44
Professor provided feedback on graded material in a timely manner		3.52

Additional Comments:

- Professor Clarke was extremely understanding as a professor throughout this tough time of online classes & a whole pandemic. She delivered lessons efficiently even though online, and allowed us to learn at a very decent pace. She was extremely understanding and was on the students side to help us

and make sure we pass the course. I appreciated the no testing technique throughout the course that she used with the course being so lecture heavy and we're online. That really stood out to me and I feel like it helped all of us cause she used other techniques for us to learn the material like spotlights.

- She has been very lenient with her students as she realizes the learning environment is different due to COVID. Definitely my favorite and most kind professor
- Giving links to the topic where we can see or hear the content in another form.
- Wow. I mean, where do I start?! This class taught me more about art history than all of my previous art history classes combined. The professor puts the appropriate amount of context to every era and work she discusses. Not only was she very diverse in the subject she covered, making it relatable to all majors, but she acknowledges the context in which certain pieces were acquired and withheld from the cultures who created it. She puts things in a perspective that others may be too afraid to address.
- Professor Clarke made art history interesting for each of us by allowing us to mold the course to our interests while still upholding the proper material needed.
- She carefully picked what topics would be most important to her students and found a way to relate the information about art history to our lives to make the class very engaging and useful for her students.
- I really liked that we covered a lot of different time periods and it was up to the students to decide on what topics we wanted to talk more about.
- The spotlights we did were a great way for peers to engage in one another's interests and studies of the course. A survey class doesn't give much time to dwell on or elaborate on things we might find interesting, so both making my own and hearing other people's research deepened my understanding of the material.
- Giving different viewpoints and information on topics that I was already aware of. Doing this made me think of things I already knew in a new way.
- The artist spotlight assignments were a good way to allow us to learn about the things that really interest us. By being able to make a video/project/presentation about whatever art history aspect we wanted, I think I got more out of the class because I wanted to learn about the specific things I chose.
- Professor Clarke is incredibly passionate about what she does and the subject she teaches. Through this course, just the way she assigns our 'spotlights' and our final project, she has gotten me to take a deep dive into cultures that I otherwise would not have been able to talk about/learn about. I especially love that I got the opportunity to teach my classmates about my own culture and, in return, learn more about my classmates' culture through these seemingly minute/short projects. I really do believe that this is what Art History classes should be like, history of the art around the world and Professor Clarke really does it all wonderfully within the time frame that she's given. I love her class a lot.
- Providing multiple valuable sources regarding the topic of each class
- She was very easy to communicate with and understanding with assignments that allowed me to create the best work possible.
- Offered a unique perspective on each topic; very understanding
- Professor Clarke engaged the class in a way I haven't seen before, instead of worrying about constant tests and quizzes we were able to have discussions and presentations about art across the world each day in class. I really enjoyed this because it wasn't about memorization, but rather being engaged with art from the past and inspired to create art in the future that is just as meaningful. In addition, if you ever had an issue, sending an email was a great way to keep in contact and receive answers. Professor Clarke was very reachable through email.

- Professor Clarke was an amazing teacher to have, especially with the circumstances we have had to endure. She fostered an environment where we all wanted to get involved. She was always prepared and she would always have way more to say if asked. She obviously knows every subject she taught here and even brought modern day issues into conversation. She didn't just focus on history from one or two continents, but attempted to look all around the world. This inspired me and was so different than many other history courses I have had. I love how she made history class interesting, whether it was through conversation, activities, or just by being herself! She was a joy to have and I wish I could take her again.
- My professor was super knowledgeable and understanding and she really worked hard for people to be able to incorporate their major into this foundation studies class and I thought that was so amazing! She was fantastic!
- I love the way this class is structured, hearing the spotlight assignments each class really helped me understand the course content better.
- She fostered a very inclusive environment that made it feel like she was teaching the "full experience" of art history, including the parts of it we should criticize (ex. racism, inequality..). She was very understanding and caring for how we learned the content and the projects that needed to be done. Overall she's just very sweet, informative, and creative with the way she teaches.
- Focused on creating engaging projects instead of memorizing rote details.
- she was a great teacher and did a wonderful job! Give her a raise!

BU Summer 2020

Archaeology 100 – Great Discoveries in Archaeology

Category	(1–5 ranking with 5= strongly agree or superior)	Mean (n=11)
The extent to which you found the class intellectually challenging		4
The extent that assignments furthered your understanding of course content		4.73
The extent that the class normally met the required number of hours		4.73
I found the textbook/cases/course materials		4.55
The extent to which I would recommend this course to others		4.73
I would rate the course overall as		4.64
The instructor's ability to present material is		4.73
I would rate the instructor's enthusiasm as		4.82
The instructor's ability to encourage question/discussion is		4.64
The instructor's mastery of the course material is		4.73
The extent to which the instructor's grading criteria are clear and fair		4.36
The extent to which the instructor returned assignments in a timely manner		4.64
The instructor's overall rating is		4.73

Additional Comments:

- Her excitement on the topics, great powerpoints, and great use of multimedia was awesome
- Very enthusiastic and knowledgeable.
- Very enthusiastic and engaging
- Very enthusiastic and helps students by providing extra resources.
- Very enthusiastic and has a thorough understanding of the material. I liked how she tied in different media models and incorporated videos into the class. Very engaging. She is very passionate about the

material and it shows through her enthusiasm. She also is very aware of how the field needs more diversity and she gave us the opportunity to meet archaeologists with different backgrounds so that they could talk about their work.

- Mary is one of the best professors I have had. She was very passionate not only about the material, but about us and making sure that the students engaged with the material in a way that mattered for them.
- Professor puts in lots of effort into making the slides very readable and easy to follow. She emphasizes points we need to focus on and her passion to teach us the material definitely helps with keeping us engaged with the course, wanting to learn even more. She helps keep us thinking about our archaeology lessons through exercises throughout lectures and makes sure we're retaining the correct answers or information.
- Professor Clarke makes class fun and interesting. She makes discussions well and also takes into account of student opinions.
- Very enthusiastic and finds great content to relate to the material and further the ability to understand the content. Not to mention her enthusiasm is felt throughout all topics and helps to further the class discussion. Her ability to turn a two-hour online class into as interesting as it is has been great.
- I found the material to be very interesting and I liked how examples from around the world were included.
- Course, just like the teacher, is very focused on opening students to the history of the United States. A lot of that history is left out of the education system that we are all given in K-12 so learning the truth about our nation is important to learn how to better the systems we have in place.
- Very well organized, personal, had fascinating and important conversations, made me think in a passionate way that I had not in a class outside of my major re-ally ever before.
- Very interesting and units are well-broken down. Understanding the concepts made it much easier since they were bunched together based on themes. Covers a wide range of interesting material well at a good pace. The course also tied in event that were happening in the world today.