



## Editorial: The Anthropology A-level Special Issue

David Mills and David Bennett

This special issue of *Teaching Anthropology* is dedicated to the fateful story of the 2015 decision to withdraw the Anthropology A-level from British schools. The first section of the journal brings together commentaries and analyses from students, teachers and anthropologists.

As usual, the second *Developing Teaching* section of this journal is dedicated to a range of reflections from teachers and anthropology classrooms. In this issue, the four pieces all focus on the transformative power of an undergraduate anthropology education. In their 'Open letter on how to raise an anthropologist' Kelsey Timler and Sheina Lew-Levy powerfully demonstrate the impact of their own undergraduate fieldwork experiences on their future careers. Thomas McIlwraith draws on his extensive Canadian university teaching experience to explain why 'disorientation' is a necessary condition for those new to the subject. Melanie Medeiros and Jennifer Guzman highlight the transformational learning that happens during what is called in North America 'ethnographic service learning', volunteering or undertaking internships and placements. Their piece reminds us of the importance of engaged and practice-focused learning. Finally Thomas Williamson reflects on how best to teach theory in a 'close-to-the-ground' and anthropological way.

David Mills adds:

This is my last issue as editor of *Teaching Anthropology*. 2017 will see the journal relaunched with a new visual image and a new international collective, led by Dr Patrick Alexander at Oxford Brookes University. *Teaching Anthropology* will continue to publish high-quality research articles and teaching reflections, but will additionally welcome shorter contributions, responses and blogs. With this new team and unstinting support from the Royal Anthropological Institute, the journal is in safe hands for this next stage in its journey.