PROSEMINAR ON HISTORY TEACHING

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Class hours: Fridays for first six weeks of the semester, 1 - 3 pm
Office hours: Tuesdays 3:30-5 and Thursdays 12-1:30, and by appointment

Course description:
The proseminar on history teaching is a forum for conversations on techniques and resources for effective history teaching. The focus is on college teaching in a variety of settings and formats; aspects of K-12 teaching and public history may also be addressed. Class meetings involve discussion of short readings and problems encountered in the classroom. The major written assignment is a first draft of a teaching portfolio. This is a non-credit course required of first-time Teaching Assistants (may be taken concurrently with first semester as a TA). It is open to all graduate students. There are no prerequisites.

Course materials:
Each session of the proseminar will address a set of issues relating to teaching; short readings on the issues will be posted to the course’s UBLearns site.

Student learning outcomes:
Students who complete this course will be familiar with common challenges in teaching history, including how to encourage students to read and critically evaluate primary sources and historical scholarship, join in class discussions of course material, and write in a variety of modes common to the history field. They will have experimented with different strategies for teaching history in recitation sections and other environments and be able to implement some of them in their own classes. They will understand the different challenges associated with in-person and online teaching of a diverse student body. They will know where conversations about teaching occur in the field (journals, blogs, websites, conferences). Attainment of the skills and knowledge described above will be assessed as students participate in class discussion and teaching exercises.

The course goals support the mission of the History Department to train excellent historians who can share their knowledge and insight effectively in the classroom as well as in publications and other venues.

Course requirements:
The course requires active participation in discussion. The assigned readings are jumping off points for what we hope will be discussions interesting and useful for you as a teacher or future teacher of history. It is expected that you will prepare for and attend all classes, except in case of illness or other serious circumstances. Absences, excused or not, must be made up for by submitting a critical essay of about 500 words on the reading discussed on the day of the absence.
The written assignment for the course is to create the first draft of a teaching portfolio of the sort that is often required for academic job applications. The nature of a teaching portfolio will be discussed in class (see class schedule below), and we will read sample portfolios created by UB faculty and advanced PhD students. The draft teaching portfolio will be due on the last day of the fall semester.

Grades:
Students in the course will receive a grade of Satisfactory (S) if they submit an acceptable draft teaching portfolio, as well as attend at least four class sessions and submit make-up essays for any sessions missed. Failure to submit an acceptable draft teaching portfolio or to attend at least four sessions (and submit make-up essays for any missed) will result in an Unsatisfactory (U) grade. Students who do not receive an “S” grade in the course may lose their eligibility for appointment to future TAships.

Academic Integrity:
Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university and of themselves while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas.

For further details, see the university’s Graduate Academic Integrity policy: https://grad.buffalo.edu/succeed/current-students/policy-library.academics.html.

Accessibility Resources:
If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at: http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html.

Schedule of Class Sessions:

August 31  
**Introduction**
We will get to know one another’s intellectual and professional interests and discuss the goals and procedures of the proseminar.

Reading:

https://academic-oup-com.gate.lib.buffalo.edu/jah/article/94/4/1211/901536
September 7  Creative Assignments and Assessment
Session leader: Professor Gail Radford
Reading:
https://academic-oup-com.gate.lib.buffalo.edu/jah/article/102/4/1104/2364413

September 14  Fostering Discussion in Diverse Classrooms
Guest instructor: Professor Annahita Ball
Reading:
https://www.chronicle.com/article/The-Case-for-Inclusive/242636
http://www.crlt.umich.edu/blog/teaching-current-political-climate

Inclusive Teaching Strategies: Yale Center for Teaching and Learning
https://ctl.yale.edu/InclusiveTeachingStrategies

September 21  Introduction to Teaching Online
Guest instructors: Professor Patrick McDevitt and PhD students
Reading:
Lane, Lisa M. “Constructing the Past Online: Discussion Board as History Lab.” The History Teacher 47, no. 2 (2014): 197-207.

September 28  Teaching Historical Literacy
Reading (read one essay or both, as you choose):

October 5  Teaching Portfolios

Reading:

Also, check out this website on Accessible Syllabi: https://accessiblesyllabus.tulane.edu/image/

Your draft Teaching Portfolio is due on December 7, but you are welcome to submit it earlier. Email a pdf copy to the instructor.

Resources for History Pedagogy

Note: This list was created by UC Berkeley professor Natalie Mendoza, and is available on the website of the American Historical Association (https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/career-diversity-faculty-resources/teaching-history-in-the-university)

Websites/Online Resources
American Historical Association (AHA), Washington, DC (https://www.historians.org/)
  Career Diversity for Historians
  Tuning the History Discipline in the United States
Center for Teaching, Vanderbilt University (https://cft.vanderbilt.edu/)
  “Flipping the Classroom” by Cynthia J. Brame (https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/)
Eberly Center for Teaching and Learning, Carnegie Mellon University (https://www.cmu.edu/teaching/)
  Assessing and Teaching Learning
The Harriet W. Sheridan Center for Teaching and Learning, Brown University (https://www.brown.edu/about/administration/sheridan-center/)
Roy Rosenzweig Center for History and New Media, George Mason University (http://chnm.gmu.edu/)

Teaching Guide—GENERAL

Teaching Guide—HISTORY

Scholarship of Teaching and Learning (SoTL)—HISTORY


*Other publications*


