



HISTORY 702: Teaching Practicum & Professional Development

Spring 2026

Class meetings	Wednesday 4:35-5:25 pm/Humanities 5233
Modality	In-person
Course attributes	Graduate/Professional Standing/1 credit
Instructor	Charles Kim, Ph.D. (he, him) Email: charles.kim@wisc.edu Office: Humanities 4122 Student Hours: Thursdays 10:00 am-12:00 pm CT /by appointment
LMS	Canvas

Course Description

Introduction to inclusive teaching practices and professional development strategies. Combines hands-on pedagogical training with guidance for navigating key milestones in academic life.

Offered in the spring semester, History 702 is a one-credit course that has been designed to provide professional development for graduate students in the Department of History. The first half of the course is a teaching practicum that covers fundamental information that will be useful for TA positions and future teaching roles. In the second half, we will cover professional development topics that are crucial for upcoming stages in your graduate studies, and beyond.

Learning Outcomes

- Utilize critical pedagogical principles underlying course design and assessment strategies in undergraduate history instruction.
- Incorporate insights from peer and faculty discussions to formulate a personalized plan for professional development during graduate study.

Course Requirements & Structure

This class meets for one 50-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 2 hours out of the classroom for every class period.

The requirements of this course are modest: read and think about the assigned materials (which will be posted at least one week ahead of time on Canvas) and come to our in-person session prepared to engage in thoughtful and informed conversation. You're expected to attend all of our Wednesday 4:35-5:25 pm sessions.

For many of our sessions, we will be joined by a guest or guests. This can be staff members of the Graduate Program, peers in the History or HSMT program, or a Department faculty member. If possible, please arrive a few minutes *before* 4:35 pm so that we can start on time.

Required Materials: All readings and visual materials will be available on [Canvas](#).

Our Class Community

In our class community, let's collectively create a learning environment that is accessible and safe for all, regardless of race, gender, orientation, class, religion, age, ability, nationality, ethnic identity, or personal history. Every student can expect to be respected as an individual. You are invited to bring your entire self into this class while recognizing that others will do the same.

To cultivate our community, it's imperative that we interact respectfully and kindly in our dialogues. The starting point for class dialogues is active, empathetic, and present listening. This way of engaging in conversations supports mutual trust and our learning (my learning included). In our class, we avoid interrupting someone who is speaking; one person speaks at a time. When viewpoints differ, it's perfectly acceptable to ask questions about the differing perspective, while giving it genuine consideration. However, it's not acceptable to challenge a person themselves, because they hold a different view. In our dialogue, it is OK to leave an issue unresolved. We can leave them open-ended and in some cases, revisit them later in the semester.

Discriminatory or disrespectful language is not acceptable in our classroom space. Names and pronouns are deeply personal, so let's respectfully use whatever name and pronouns our colleagues, authors, and community members ask us to use. When we make mistakes, we will focus on being accountable and remedying our errors in order to rebuild trust and community. (Adapted from Cornell U. CDP)

Grading Information

This is a credit/no-credit course. To receive credit for this class, come to the weekly sessions prepared (having done the short readings and assignments), participate through engaged listening and speaking in classroom activities and discussions, and participate in the TA Preview Program. A no-credit grade is given to students who are unable to engage fully in participation, due to inadequate preparation, in 4 or more of the weekly sessions.

- Reading and preparation (reading and short assignments): 50%
- Participation in weekly activities and discussions: 45%
- Participate in the TA Preview Program: 5%

Participation Rubric

Credit	Demonstrates clear understanding of course readings and previous discussions; comes to class with questions; actively engages guest speakers and peers in conversation
No Credit	Insufficient understanding of course readings; unable to contribute substantively to class discussions, uninvolved in, or disruptive of class discussion; repeated (4+) unexcused absences

Regular & Substantive Interactions

Regular and substantive interactions with students will take place in our weekly, 50-minute class meetings held every Wednesday. During our class meetings, you and I will engage in discussions of course topics. I will also interact with students on a one-on-one basis during the optional student hours and in consultations for the final project. In student hours, we can discuss class topics and anything else related to this course.

Course Credits

This is a 1-credit course. The credit standard for this course is met by an expectation of a total of 45 hours of student engagement with course learning activities, which include: reading/viewing class materials in preparation for our class meeting.

Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
- [Academic Integrity](#)
- [Accommodations for Students with Disabilities](#)
- [Course Evaluations](#)
- [Diversity and Inclusion](#)
- [Mental Health and Well-Being](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures](#)
- [Remote Proctoring with Honorlock \(if applicable\)](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Teaching & Learning Data Transparency](#)

Communication

If you would like to talk about something about the class and your learning process, feel free to email me or schedule a slot for student hours ([Thursdays, 10:00 am-12:00 pm CT](#)). You can schedule a different time by email, if the student hours don't fit your schedule. For emails, I will do my best to respond within 2 business days.

Course Schedule

Part One: Teaching in the Department

January 21 Introduction: Building Community in the Classroom

- Columbia Center for Teaching and Learning, "[Community Building in the Classroom](#)"

January 28 Student-Centered Learning

- L. Dee Fink, "Creating Significant Learning Experiences," esp. 1-10, 17-26

February 4 Developing Learning Outcomes

- Office of Curric., Assessm. & Teaching Transf., Univ. of Buffalo, "[Learning Outcomes](#)"
- L. Dee Fink, "Taxonomy of Significant Learning," 27-42

February 11 Assessing Student Work

- Robert K. Poch & Eskender Yousuf, "[Teaching Undergraduate History: A Problem-Based Approach](#)"

February 18 Colleagues' Experiences: Panel Conversation with History/HSMT TAs

- Reading TBD

February 25, March 4, March 11, March 18 sessions - Open Topics

For these 4 sessions, we will decide on teaching-related topics based on your interests.

Possibilities include:

- How Teaching Informs Research
- Teaching without (and with) AI
- Navigating Controversial Discussions
- Collaborating with Faculty
- TA-ing for a Class Outside Your Specialization
- Developing Your Syllabus for Prelims
- Designing Good Lectures
- Department & Campus Teaching Resources

Part Two: More Professionalization Topics

For the 5 sessions in Part Two (March 25-April 29), we will decide on professionalization topics based on your interests. Possibilities include:

- Presentation on University Health Services by Dr. Mariessa Robles
- Writing Grant Proposals
- Dissertation Prospectus
- Academic Conferences
- Publishing a Journal Article
- Careers Outside the Academy

March 25

April 1 Spring Break

April 8

April 15

April 22

April 29