

Gov 3002b: Teaching and Communicating Political Science

Teaching and Professional Development

Department of Government, Harvard University

Spring 2023

Teaching staff:

Faculty advisor: Prof. Joshua Kertzer (jkertzer@gov.harvard.edu)

Instructor: Julia Coyoli (julia_coyoli@g.harvard.edu)

Office hours: By appointment

Class meetings:

All classes will be held on Tuesday afternoons from 3-5pm. We will meet for a total of 6 sessions, per the following schedule:

Date	Topic
January 31, 2023	Modes of Delivery: Lectures vs. Seminars
February 14, 2023	Assessment Design
March 7, 2023	Equity and Inclusion: Your Role as the Instructor
March 21, 2023	Syllabus Design
March 28, 2023	Advising and mentoring
April 18, 2023	Teaching Portfolios and Diversity Statements

Goals:

The average academic reports that they spend three times more time dedicated to teaching than they do on research. There are a number of skills that you can invest in now in order to make teaching purposeful, effective, and efficient. This will prove useful both when on the academic job market (improving teaching statements and sample syllabi), as well as make the first semester (and the rest of your career) teaching smoother. To that end, in this course we will build on the fundamentals of teaching covered in Gov3002a to discuss aspects of teaching that relate to teaching beyond TFin at Harvard, as well as to ways in which we demonstrate teaching effectiveness. This course is graded SAT/UNSAT. In addition to attending the course sessions, you will be asked to prepare a syllabus and teaching statement for peer review and a final

submission. This course is open to all Government PhD students, regardless of their place in the program. This course counts towards the competition of a Bok Center Teaching Certificate.

Course expectations:

Students earning a SAT in Gov 3002 will meet the following expectations:

- Attend 5 of the 6 sessions
- Participate in peer review for sample syllabus and teaching statement
- Submit a sample syllabus and teaching statement by April 30, 2023

Session overview

Tuesday, January 31— Modes of Delivery: Lectures vs. Seminars

- Considerations when determining the best mode of delivery
- Best practices for lectures and seminars
- Strategies for incorporating active learning into lecturing

Tuesday, February 14— Assessment Design

- Incorporating formative and summative assessment
- Best practices in designing and communicating assessment
- Creating and communicating innovative assessments

Tuesday, March 7— Equity and Inclusion: Your Role as the Instructor

- Strategies for achieving equity and inclusion in the classroom
- The instructor's role in setting norms and policies that promote equity and inclusion

Tuesday, March 21— Syllabus Design

- Elements of a syllabus
- Language and other stylistic considerations
- Peer review syllabus workshop

Tuesday, April 4— Advising and Mentoring

- Advising a Harvard undergraduate thesis
- Writing letters of recommendation
- Scaffolding (and removing the scaffolding)
- Establishing guidelines and boundaries

Tuesday, April 18— Teaching Portfolios and Diversity Statements

- Elements of a teaching portfolio
- Best practices for teaching and diversity statements
- Peer review teaching statement workshop