This symposium will feature presentations on teaching and learning by seven of Stephen Vlastos’ former doctoral students now teaching at universities and colleges in the United States, Europe and Japan. Their presentations will specifically focus on how Stephen’s approach to doctoral student training shaped their approaches to teaching and learning in higher education.

“What Forgotten People Tell Us”
Tetsuya Fujiwara, University of Fukui
Tetsuya will discuss how subject interviews with Japanese disabled war veterans and their family members in Fukui prefecture have broadened his ideas about teaching foreign language and history at a mid-sized medical university in Japan.

“In-between Spaces between Activism and Teaching”
Junko Kobayashi, Nagoya University of Foreign Studies
Junko will discuss what how her research at the Tule Lake Internment Camp (where the United States government involuntarily interned Japanese-American citizens during WWII) has impacted the way she teaches at a Japanese university.

“Temp Teaching as a Vocation”
David Tucker, University of Iowa
David will discuss the significant constraints faced by a growing ‘academic precariat’ comprised of well-qualified individuals who teach semester-to-semester on an at major research universities around the world.

“Teaching History to the Truly Entitled”
Christopher Gerteis, SOAS University of London
Christopher will discuss how privatization of the British university system, and an antagonistic neo-liberal state, have impacted higher education teaching in the United Kingdom.

“Devil’s Advocate: Encountering the Student with Extreme Political Views”
Meghan Mettler, Upper Iowa University
Meghan will discuss how she has sought to achieve the difficult balance of encouraging outspoken students as a means to provide “teachable moments” through unpopular (and at times inaccurate) statements.

“Empowering Students through Teaching East Asian History”
Yuka Hiruma Kishida, Bridgewater College
Yuka will discuss her efforts to craft a professional persona as a liberal arts college history professor within an environment where she is often perceived as an under-represented minority.

“Writing to Read”
David Obermiller, Gustavus Adolphus College
David will discuss how a simple teaching tool that Stephen introduces to nearly all of his class—the in-class essay—has empowered thousands of students to be engaged learners, to think more critically, and to develop their analytical writing skills.

Cosponsored by the Department of History and the Center for Asian and Pacific Studies.

Individuals with disabilities are encouraged to attend all University of Iowa-sponsored events. If you are a person with a disability who requires an accommodation in order to participate in this program, please contact the History Department in advance at historydept@uiowa.edu or 319/335-2299.