

Teaching Portfolio

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Introduction

This portfolio is a record of my efforts to improve my teaching and the results of time advising students inside and outside of the classroom.

I began my teaching career at the Umbra Institute, an American study abroad program in Perugia, Italy, where I taught students from elite universities as well as from community colleges. I had the good fortune to have colleagues who were not only committed to academic rigor, but also to using service learning projects to engage students in the local community. At the end of my three years as an instructor in Perugia, I developed a new curricular concentration, the Food & Sustainability Studies Program. I am still the associate director for this program and participate in curricular planning and development.

At Harvard, I have had the opportunity to learn about cognitive psychology and innovative pedagogy and put this knowledge into practice in the classroom. My students do online “memory checks (quizzes) every week, participate in in-class polling, write entries in a course journal, and create online public history entries for Boston-area landmarks.

Both my doctoral coursework and my research have given me the knowledge to teach broadly in the environmental humanities. I am prepared to teach courses in American history, global history, spatial and environmental history, food studies, and sustainability. My interest in pedagogy and cognitive psychology has prepared me to teach those courses well, and be ready to develop new syllabi for any kind of student.

Teaching Statement

[The following statement is my teaching statement, which I give students on the first day of class.]

It's the first day of class and I'd like to take a moment (and two pages) to explain to you—the student—why I teach the way I do.

Three categories of goals. Most of you are here because the content of the course—the history of capitalism, environmental history, food history—interests you. Teaching that content is one of my goals, but I have two others. One is teaching you skills that will be useful in other classes. I teach you how to use Zotero because it will help you with courses in Chemistry and Sociology, too. My most important goal, though, is teaching you the historical method. Being able to look at fragments of the past and write a narrative with an argument is something that will be valuable whether you become a professional historian or not.

Learning together. I frequently ask students to ponder a historical question, get together in small groups, compare their ideas, and then report back their group's answer. This technique (called “think-pair-share”) makes it easy for you to speak up in class because you're sharing your group's answer, not necessarily your own. You are an active producer of knowledge together with your peers, rather than a passive recipient. This kind of learning depends on us knowing each other and being comfortable speaking in front of one another. It's the reason that I will ask you repeatedly in the first month to introduce yourselves before starting any short group exercises and why I award you 6% of your final grade for coming to office hours. I would like to get to know you and I want all of you to know each other. Think-pair-share is one of the ways (along with polls, exit surveys, and graded writing assignments) that I can see if you are learning and make sure I'm helping you achieve the course's objectives. I will also share some of my research I'm working on with you during the semester and demonstrate the problems I'm working through as I write.

A classroom for everyone. I want to create a classroom where there are few barriers to learning as possible. One way to do that is to write a syllabus which reflects a broad range of voices and topics. I'm hoping everyone who takes my classes can see some of their experience in the readings. We'll read about famous elites making speeches but also about enslaved people remaking their world; we'll talk about national parks but also about urban neighborhoods; we'll trace railroad lines across the continent but also the paths the poor took to where they could jump a train just beyond the station. A few other ways I will make this course accessible include keeping costs down, being explicit about my expectations through grading rubrics (more about those soon), and using colors on the dry-erase board that even those of you who are colorblind can distinguish. If there's something else I can do, please email me or come to office hours.

Writing something meaningful. For your final paper, I'll ask you to use the skills you will learn in this class—analysis of primary sources, use of secondary sources to frame and develop primary sources, etc.—to write a long piece on a topic meaningful to you. It might be relevant to you right now in a personal way or it might be useful professionally to a future you. You can write a research essay, a white paper, a long-form magazine article, or a consultant's report. In Week Two I'll provide more information and then together we will create a grading rubric (an outline of what you need to do to do well on the assignment). My goal is to give you some autonomy to write something that will be meaningful (and potentially useful) to you and which may have an audience beyond me.

A mix of high- and low-tech. There is a good deal of research that suggests that students with laptops take poorer notes, are distracted, and distract their neighbors. Only students who have an accessibility accommodation or who have made a compelling argument to me about their need for a laptop can use computers in class. That said, I am happy to use technology in this course. I will make extensive use of polling through your cell phones, memory checks on Canvas, and Zotero.

Quizzes as a way to learn better. You'll take a lot of quizzes this semester, either online or using clickers during class. These are not difficult, tricky quizzes: they mostly just check to see if you remember what you read (I call them "memory checks," not "quizzes"). For online memory checks, you have 20 attempts and only your highest grade counts; for in-class polling memory checks, you get 100% credit if you simply are present and take the quiz. You'll experience "the testing effect": the more often you recall (and apply) knowledge, the better you remember it. You'll also do a lot of ungraded short writing in your course journals. I'll give you a primary source to analyze, generate possible arguments, or critique something we've read in class. I'll periodically collect your journals and make comments.

I'm committed to helping you learn. I'm also committed to making learning the historical method (and some college skills) accessible to everyone. I'm happy to discuss my pedagogy and consider suggestions you might have.

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Diversity Statement

As an educator, I strive to engage in the meaning and value of diversity. I am a middle-class, cis-gender white man who attended a private university and I acknowledge the privilege that higher education has made accessible for me. My pedagogy addresses systemic obstacles that women, people of color, LGBT+ individuals, and others face in admittance and active participation in achieving a college degree.

I have never faced many of the obstacles that the majority of college students today must negotiate. I did, however, grow up in a small town and spent my summers working manual labor jobs in suburban Rochester. I know from having taken class during my fourteen years living in Italy how challenging college courses in a second language can be. During this time, I was undocumented for five years and had to be extremely aware of my own behavior: even jaywalking was inconceivable, for fear of being stopped and questioned by local law enforcement. These stressful experiences have contributed to my own sense of what it might feel like to have fear impede learning.

With these experiences, I feel that to be an effective teacher, I must create an inclusive classroom environment. To learn how to do this, I co-organized a five-part, campus-wide panel on diversity in the classroom for Harvard's teaching and learning center. Speakers discussed bilingual student needs, universal design in curricular planning, unconscious bias, socioeconomic class and academic engagement, and supporting queer and trans students.

I embed this expertise first into my syllabus, making it one that all my students will find representative. My students read works whose authors represent highly-varied backgrounds and readings on powerful women in history, enslaved people, and Native Americans are integrated across the syllabus, not in race or gender or identity units.

I also structure both my digital and physical classroom teaching to be welcoming. For example, I use colors on the dry-erase board that anyone (including colorblind students) can distinguish. Some students are far more likely to speak up in classroom discussions, so I use polling technology with which students can also text anonymous questions. My students frequently work in small groups and I select students who have not contributed frequently in class-wide discussions but feel comfortable responding for their groups thus reducing fears about the wrong answer. I make extensive use of Canvas, where I assign low-stakes quizzes in which only the highest-grade counts and which include feedback about incorrect answers. I embrace a variety of learning styles: Students in my courses write notes but also draw concept maps and listen to recorded oral histories. I understand that office hours can be intimidating to those who have not attended private schools or who might be first-generation college students. My students can earn six percent of their grade by coming to office hours three times; I send out an explanation of office hours and suggest things students could come and talk about to minimize contact barriers.

The study of history—and the search for a usable past—necessarily provides an excellent opportunity to explore what diversity means and how it can benefit a community. My research focuses on subaltern contributions to history and how everyday people have evaded the power of the state and corporations. By providing examples of subaltern-focused projects and by explicitly recommending archival collections about non-elites, I empower students to do research that is meaningful to them.

Summary of Teaching Responsibilities

My teaching experience includes two years of work as an instructor of record for four different classes at the Umbra Institute, a study abroad program in Perugia, Italy. In addition, I have been asked to advise three different students on their theses (at both the bachelor's and master's level) at three different institutions. I was also a teaching assistant for two general education classes at Harvard University.

As the instructor of record

Institution	Catalog Number	Course Title	Average Enrollment	Grad or Undergrad	Required or Elective	Semesters Taught
Harvard University	HIST 1054	From the Little Ice Age to Climate Change: Introduction to US Environmental History (lecture)	30	undergrad	elective	1
Harvard University	HIST 14H	The History of Boston Through Its Built and Natural Environments (seminar)	13	undergrad	elective	1
Umbra Institute	SOC 360	Urban Engagement Seminar: Contemporary Culture of Perugia & Its Links to the Past*	9	undergrad	elective	1
Umbra Institute	HIST 361	The History & Culture of Food in Italy ‡	20	undergrad	elective	1
Umbra Institute	SUST 330	Sustainable Food Production in Italy	15	undergrad	elective	4
Umbra Institute	SUST 360	The Business of Wine: Italy & Beyond	18	undergrad	elective	4

As a teaching assistant

Institution	Catalog Number	Course Title	Total # students	# students in section	Grad or Undergrad	GenEd?	Semesters Taught
Harvard University	USW 39	The History of American Democracy	102	18	undergrad	yes	1
Harvard University	USW 19	American Food, A Global History	104	14	undergrad	yes	1

As a thesis adviser

Institution	Student's degree	Nature of advising	Graduate or Undergrad
Chatham University	MA, Food Studies	Supervision of Master's Thesis	graduate
Harvard University	BA, History	Supervision of Senior Thesis	undergraduate
Lesley University	MFA, Creative Writing	Supervision of Independent Study	graduate

* I unfortunately no longer have the evaluations for this first course.

‡ I taught this course during a summer session.

Examples of Teaching Materials

All of my teaching materials—from the information sheet that allows students to share their preferred pronouns, to classroom activities designed to build knowledge of primary and secondary sources, to quick quizzes and designed to use the “recall effect” to promote learning, to exit surveys where I can instantly assess whether I have achieved my learning objectives for a class—reflect my dedication to an inclusive classroom and my knowledge of the research on effective pedagogy.

Student Information Sheet
HIST 1054--From The Little Ice Age to Climate Change

Preferred name: _____ Pronoun(s) used: _____

What year in the college? _____

If you have a mother tongue other than English, what is it?

1) What do you hope to learn in this course?

2) What, if anything, will be challenging for you in terms of being successful in this course?

3) What else should I know about you? (interests, likes, dislikes, important social identities, etc.)

Recent research on making writing assessments more meaningful convinced me to allow students to do final writing projects in a variety of genres: policy papers, consulting reports, long-form magazine articles, or traditional research papers. We crowdsourced a common rubric as a class that makes expectations clear.

Your Meaningful Final Writing Project

HIST 1054—From the Little Ice Age to Climate Change

Who uses the historical method? Hopefully at the end of this semester you will have learned something interesting about the past. What I hope even more is that you have seen how powerful the historical method is. Putting together a coherent narrative about the past, a narrative that is useful in the present, is what historians do. It's also what geologists do; arguably, astronomers' job is to collect the bits of light that from the deep past have arrived at Earth and make sense of them. Lawyers are essentially historians who use a very particular set of secondary sources. Architects often reject the past in their modern buildings, but they can't be ignorant of it. A consultant's business report isn't that different from a history research paper: there is fragmentary data from the past of which the analyst must make some sense in order to give a recommendation for the future. The report has to be coherent enough to present to other people who will then take action.

What are transferable skills? Few of you will decide to become professional historians. I have a fervent hope that you will, however, use the skills you learned in this class. There are few jobs to which they do not apply. I would like you to practice the skills you have developed in this class—analyzing primary sources, creating a review of the literature, combining both into a narrative—in a way that makes it more likely that you will transfer them to a future endeavor, paid or otherwise.

What is a meaningful writing project? There's a considerable amount of research that suggests that a meaningful writing project is one that students spend more time on and get more out of.¹ Self-referential knowledge, things you learn that you can relate to your own life, lead to deeper, more permanent learning. This is my goal. As such, rather than making the traditional research paper the possible final project, I'm going to open up the possibilities a bit.

How can a project be meaningful to a future you? What I would like you to do is to design your own meaningful final writing project. This might be meaningful for a future you, a you that you think you might want to become. If your goal is to be an analyst for an investment firm, then I would like you to write a *consulting report* that could be submitted to an investment bank. If you would like to influence educational policy in the United States (or another country), then perhaps you could write a *white paper*. These are the four pre-approved formats: academic research paper, consultant's report, white paper, or a magazine article. There are certainly other possibilities but if you want to do something other than the pre-approved four genres, you'll need to convince me it's feasible.

What is the topic? The specific topic is up to you, but it must draw on some of the themes that we will discuss in this course and it must be historical. If you write a magazine article, you could unearth the history of pollution of the Charles River; a white paper might focus on the history of public parks and the need for more rooftop parks.

¹ Michele Eodice, Anne Ellen Geller, and Neal Lerner, *The Meaningful Writing Project: Learning, Teaching and Writing in Higher Education* (Logan: Utah State University Press, 2017).

Extracts from Course Syllabi

I design all of my syllabi using the process of backwards design: I think first what my actual learning objectives are, decide what assessments (both formative and summative) I should use to evaluate progress towards those goals, and only then choose content for the weekly meetings.

From the Little Ice Age to Climate Change:

Introduction to
US Environmental History

HIST 1054
Harvard University
Mon & Wed, 9-10:15am & weekly section
Fall 2018
Sever Hall 203



William H. Rau, *Hemlock Forest*, Albumen silver print, 43.7 × 52.1 cm (17 3/16 × 20 1/2 in.), c. 1895, National Gallery of Art [[HERE](#)]

Course Description & Objectives

How did people in what is now the United States shape their environment, and how were they shaped by it? This course examines how humans thought about and used the natural world over the centuries—and the consequences of both use of and thoughts about the nature. Topics include food, climate change, pollution, conquest and resistance, environmentalism, and energy. This course actively seeks to show the importance of the material world and the contributions of a broad spectrum of historical actors to US history, among them Native Americans, enslaved people, women, working people, and outlaws, as well as the climate, microbes, and animals.

My goals for this course are not just to teach content (facts and interpretations about the past), but also to help you see the value of historical writing. I hope to show you that the analysis of primary and secondary sources combined in a coherent narrative are useful skills for academia and also for the business, professional, and non-profit worlds. I will also teach you some skills that will be useful for every other course you take: these include the Zotero storage and citation software as well as things like *How To Read An Academic Book In Four Hours*. Finally, I will make sure that by the end of the course you know most of the people in the classroom by their first names. This makes for a less stressful classroom environment and helps you network socially and professionally across years.

Your Instructors

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Office Hours: Mondays,
11am-1pm as well as by
appointment

TF: to be announced

Learning Objectives

After taking this class, students will be able to:

- Articulate** what adopting a historical perspective contributes to the study of the environment;
- Explain** how people in what is now the United States shaped their environment in the past, and how were they shaped by it, with particular attention to the implications of race, gender, and class;
- Recognize** how the archives which historians use and construct help to determine the results of their research;
- Identify** relevant historical sources and evaluate their possible contributions to resolving historical questions;
- Compose** effective historical narratives from fragmentary evidence from the past;
- Communicate** their learning with and to others using 21st-century tools;
- Practice** ethical historicization with respect to empathy for past subjects and respect for present-day colleagues.

Project-Based Learning

At the Umbra Institute, I helped develop a number of service learning components for food studies courses. These projects had both didactic and social goals. The projects connected the students' classroom learning with the communities around them; they showed better retention of the information and reported a more positive learning experience. The goal was to develop students' critical engagement with using their knowledge to contribute to the public good. These projects included doing market analyses for family-run wineries, working with a hospital's therapeutic garden, and—most successfully—a program to promote the use of doggie bags in the city of Perugia.

repeat
Buono anche domani

1 **mangi** se avanza...
2 **metti in scatola** e il giorno dopo...
3 **repeat!**

(Un) domani ancora più buono

SAI QUANTO CIBO GETTIAMO OGNI ANNO? Fonte: FAO, Barilla CFN

- Il cibo che viene sprecato ogni anno sarebbe sufficiente a nutrire l'intera popolazione mondiale.
- In Italia 20 milioni di tonnellate di cibo ancora commestibile vengono gettate via ogni anno.
- Una famiglia media italiana spreca €454 di cibo ogni anno.

COSA PUÒ FARE OGNUNO DI NOI?
Semplicemente portando a casa quello che non hai consumato partecipi attivamente ad una cultura alimentare più sostenibile.

ARRIVA LA REPEAT BOX!
Chiedi al ristoratore di mettere nella Repeat Box quello che non hai mangiato: potrai portarlo a casa, conservarlo e mangiarlo in seguito.

Il contenitore è creato per:

- mantenere i cibi in freezer (fino a -25 °C)
- riscaldare i cibi nel forno tradizionale e microonde (fino a 200 °C)
- resistere all'olio (fino a 150 °C) e all'acqua (fino a 100 °C)

Una volta esaurito il suo compito, il contenitore deve essere gettato fra i rifiuti organici in quanto totalmente biodegradabile e compostabile.

Logos: UMBRA INSTITUTE, Comune di Perugia, Regione Umbria, Perugia, GISEMI.

Students in the Sustainable Food Production class worked with other students in a Community-Based Psychology course to understand why Italians do not use doggie bags to take food home. The class then came up with a name (repeat), found recyclable containers, and worked with the City of Perugia and Perugia's municipal waste company to develop a campaign to promote doggie bag use.

A Perugia arriva la "Repeat box"

Una nuova ricetta per limitare lo spreco alimentare arriva da oltre oceano. Si chiama Repeat Box e l'hanno inventata gli studenti dell'Umbra Institute.

Un nome esotico per un concetto molto semplice: un contenitore biodegradabile per portare a casa gli avanzi di un pasto al ristorante. È la doggie bag americana, che negli Stati Uniti puoi trovare dai fast food al ristorante. L'altitudine però ancora estranea alla cultura italiana, come ci spiegano i ragazzi del corso "Sustainability and food production", che affronta i temi della sostenibilità ambientale e dello spreco alimentare.

Questa iniziativa è partita solo due settimane fa e già sembra riscuotere un certo successo. Tre ristoranti del centro storico hanno aderito e dopo una prima incertezza iniziale i clienti hanno iniziato a chiedere la loro Repeat Box.

Elisa Ascione, antropologa e coordinatrice del corso, spiega che l'obiettivo è quello di instaurare uno scambio tra gli studenti in visita a Perugia e la comunità locale tramite attività concrete. «Il cibo ha una dimensione sia pubblica che privata. In questo corso esaminiamo le caratteristiche delle diverse culture alimentari e facciamo dei paragoni tra Stati Uniti e Italia...».

«Sia negli Usa sia nel nostro Paese si consuma e si spreca molto... dice Ashley... noi abbiamo voluto combinare la nostra doggie bag con la vostra cultura del cibo. La speranza è quella di stimolare una maggiore consapevolezza del fenomeno dello spreco alimentare.

Per i perugini è un vero e proprio cambio di mentalità e come tale necessita di tempo. «I clienti italiani all'inizio si sentono a disagio a chiedere di portare via gli avanzi... dice Elisabeth... per vincere questa resistenza dovrebbero essere i camerieri a far presente questa possibilità.

Come dice Annie, stiamo realizzando un sito internet in cui spieghiamo l'iniziativa e cerchiamo di coinvolgere più cittadini possibile. Questo sito deve essere lo strumento per diffondere una maggiore sensibilità di fronte ad un problema che tocca tutti noi.

Un buon inizio, ma ancora si può fare molto di più. Ashley parla a nome di tutti quando si assicura che altri ristoranti aderiscano presso all'iniziativa. Il modello a cui guardano si chiama "El buono che avanza" a Milano e provincia sono più di cento i ristoranti ad "avanzati zero".

Ma non è solo al ristorante che si combatte lo spreco. Tonnellate di cibo finiscono ogni giorno nella pattumiera. Dai campi, al trasporto, fino alle nostre case.

Come sottolinea la professoressa Ascione, diventa sempre più importante approfondire questo tema per poter elaborare delle strategie efficaci, negli Stati Uniti esistono lauree in food studies (studi alimentari) che qui in Italia mancano. Io, per esempio, sono laureata in antropologia dell'alimentazione, ma non è la stessa cosa.

Lo slogan ideato per Repeat Box recita: "La sostenibilità non è mai stata così buona". I perugini piano piano sembrano crederci. Sarà per una maggiore consapevolezza o perché la crisi svuota le tasche. Quello che conta è che l'idea di questi ragazzi funziona.

Nicola Di Giuvo
Cattolico Villa

I prepared press releases for both local Perugia media outlets, as well as media outlets in the students' home towns (example [HERE](#)). The multi-year project led to the adoption of the Repeat Box in many local restaurants. Students overwhelmingly applauded the project in their evaluations.



Umbra students participated in a press conference with the mayor of Perugia (left), promoted the Repeat Box to the public (below left) and to the most likely users, local high school students.



NEWS DALLE REGIONI

UMBRIA Da Febbraio

È nata REPEAT BOX, la scatola anti-spreco per riciclare il cibo al ristorante

Perugia
Repeat box, la magica scatola che azzerò lo spreco, è l'iniziativa eco-sostenibile promossa dal Comune di Perugia insieme all'Umbra Institute, centro di alta formazione qualificata per studenti provenienti dai migliori collegi e dalle migliori università americane. Si tratta di una busta con all'interno l'apposita scatola destinata al riciclo del cibo avanzato dal piatto del ristorante. L'idea nasce dall'esigenza di ridurre gli sprechi alimentari che attualmente si aggirano intorno a 454 euro di media che una famiglia italiana spreca ogni anno per un complessivo nazionale di 23 milioni di tonnellate di cibo ancora commestibile che viene gettato nella spazzatura. L'analisi di questi dati ha contribuito a sollevare l'urgenza di arginare il fenomeno con mezzi efficaci ma soprattutto mirati. La campagna infatti è partita proprio dalle strutture ricettive, luoghi dove lo spreco alimentare rappresenta per i ristoratori un problema reale su cui non hanno capacità di intervento. Ad oggi sono tre i locali del centro storico perugino che hanno adottato la Repeat box: **Osteria dei Priori, Al mangiar Bene ed il Psachama.**

Il valore aggiunto del progetto risiede nella sua totale sostenibilità e nella capacità di farsi promotore della cultura del recupero. Non solo infatti la Repeat box serve a riciclare gli avanzi, ma essendo realizzata in sua veste con scarti di biglia canna da zucchero è totalmente biodegradabile e compostabile e una volta esaurito il suo compito può essere gettata fra i rifiuti organici.

Un concetto di riciclo e risparmio a tutto tondo che si inserisce nella politica di tutela ambientale e rispetto della natura già da tempo intrapresa dall'Assessorato alle Politiche energetiche e ambientali del Comune di Perugia, **Lorena Pesaresi**. La chiediamo:

«Che valore ha un'iniziativa del genere per il territorio umbro? L'iniziativa ha un valore basilare e direi imprescindibile nel nuovo modello di gestione dei rifiuti che le città devono attuare e che è finalizzato non solo alla raccolta differenziata, a partire ormai dai cosiddetti porta a porta, e al risparmio capillare, ma ancor prima alla riduzione e prevenzione dei rifiuti all'origine e degli sprechi di cui spesso se ne sottovaluta la portata. Del resto i dati a livello nazionale parlano chiaro e noi nel Comune di Perugia ci stiamo muovendo: la quota di riciclaggio è già da tempo a 36,9% per una migliore gestione dei rifiuti raggiungendo oggi risultati ragguardevoli sia per incremento della raccolta differenziata (siamo passati dal 35% del 2010 al 60% nel 2013), sia per la riduzione dei rifiuti indifferenziati

che nello stesso periodo 2010-2013 hanno registrato un calo di oltre 40%. Oggi Perugia è infatti tra le prime città capoluogo di regione dopo Trento-Bolzano in posizione di avanguardia in campo ambientale ed energetico. La riduzione dei rifiuti e in parte anche degli sprechi coincide sicuramente con il momento di crisi ma è anche caratterizzata da importanti azioni di sensibilizzazione molto capillari, da parte del mio assessore insieme al gestore Soc. GEST, in tutti i territori del comune e dai progetti di educazione ambientale nelle scuole da oltre 20 anni. Il Repeat box è uno degli esempi concreti e più recenti di come prevenire sia possibile cambiando i nostri comportamenti e gli stili di vita. Un progetto che merita sicuramente di essere evidenziato e divulgato come una delle migliori buone pratiche da mettere in atto. Ma accanto a questo il Comune di Perugia ha realizzato anche altri progetti in questi ultimi anni come quello delle "fontanelle di acqua pubblica" provenienti dal nostro acquedotto civico, con lo scopo di promuovere, da un lato, un uso sostenibile della risorsa acqua come bene comune da salvaguardare e garantire a tutti e, dall'altro, la riduzione dei rifiuti a monte. Per fare un esempio concreto: le prime due fontanelle realizzate a Perugia (Piani di Massiano e Ponte S. Giovanni), molto apprezzate dai cittadini grazie anche ad una efficace comunicazione, hanno prodotto, in due anni dalla loro attivazione, un risparmio di bottiglie di plastica e/o vetro non immesse in commercio pari a n. 4.973.317, nonché di 541.744 kg di emissioni di CO₂ evitate». In sintesi ciò che dobbiamo raggiungere migliorando sempre più le nostre azioni è, in particolare, il rapporto con i cittadini e proprio il cambiamento di un modello culturale per riuscire a passare dalla cultura "dell'usa e getta" alla cultura del recupero, del riciclo e della conservazione, pensando ai rifiuti non come un qualcosa che non ci appartiene o di cui disfarsi semplicemente e magari ovunque ci si trovi, ma come un bene che ai pari di tanti altri ci consente di trasformare i nostri rifiuti da un problema ad una risorsa, per creare nuovi settori produttivi e di lavoro e dunque più occupazione.

Quali sono le prospettive di sviluppo del progetto nel lungo periodo?

«Stante il risultato positivo e l'indice di gradimento da parte dei cittadini e dei ristoranti coinvolti in questa prima sperimentazione a Perugia, l'obiettivo nel medio-lungo periodo è sicuramente quello di estendere questa modalità in tutto il territorio regionale con il coinvolgimento delle associazioni di categoria riferimento nel settore della ristorazione.

12 ORIZZONTE

The Repeat Box also got press in a trade magazine of food distributors.

Summary of Student Evaluations

Courses taught at Harvard University

Scale: 1 (unsatisfactory) to 5 (excellent)

	The History of American Democracy Fall 2015	American Food, A Global History Spring 2016
Gives effective lectures or presentations, if applicable	4.89	4.08
Facilitates discussion and encourages participation	4.86	4.46
Is accessible outside of class (including after class, office hours, email, etc.)	4.88	4.92
Generates enthusiasm for the subject matter	4.58	4.31
Gives useful feedback on assignments	4.60	4.08
Returns assignments in a timely fashion	4.70	4.17
Overall evaluation score	4.65	3.92

Qualitative Written Evaluations (complete official evaluations available upon request)

“I wouldn’t have had the incredible experience I had in this class without Zach. So friendly with students which helps to foster a sense of goodwill towards the subject - what a great ambassador for American Studies. So genuinely and unironically enthusiastic about history that the sentiment is contagious. Very clear about expectations in papers which is both impressive, absolutely necessary, and dearly appreciated. Generous with both his time in office hours, his willingness to help in emails, and with his advice with how to approach the course format (lectures can be intimidating at first) and how to think about papers. He should be kept on as long as possible and GIVEN A HIGHER TEACHING POSITION IF POSSIBLE - he is a gem!!!!!!

“Zach always gave solid feedback on assignments, was very willing to look at drafts of my written work, graded in a timely manner, and was highly professional.”

“Zach was one of the highlights of taking this class; I am so glad to have met a kind and smart person like him as a TF. He always made me feel comfortable walking into class, and always had a smile/helpful comment for me outside of the classroom.”

“Zach was an amazing section leader. He is so enthusiastic about the subject matter and about getting us involved and thinking critically like historians. He is also very open and receptive to feedback and clearly wants to be the best teacher he can be. He really helped me relate the readings to the course and understand the overall themes of the course. He was also very good about giving feedback on writing assignments. I’m so glad I was in Zach’s section!”

“Zach is one of the best TFs I’ve had at Harvard! He is genuinely enthusiastic about the lecture materials and is able to come up with activities and discussions that really makes us think about the course and makes section really interesting! He is really good at making learning fun! He is also one of the most accessible TF’s I’ve had outside class - he will answer/revise essays over the weekend and outside work hours and is always so happy to help. He gives great and insightful comments and really makes you interested in the course material!”

Average scores for courses taught at The Umbra Institute (Perugia, Italy)

Scale: 1 (very poor) to 5 (very well)

	Food History	Sustainability	The Business of Wine
Is well prepared for class	5.00	4.91	4.66
Is available for consultation	5.00	4.98	4.89
Stimulated my interest	4.88	4.98	4.22
Encourages discussion and exchange	4.94	5.00	4.78
Displays clear command of the subject	5.00	4.76	4.03
Is concerned that students learn and understand	4.88	4.96	4.72
Overall evaluation score for these categories	4.95	4.93	4.55

Qualitative Written Evaluations (complete official evaluations available upon request)

“Very knowledgeable and passionate as a teacher! He works very hard to make sure we are getting something out of the class.”

“His passion and enthusiasm for the subject was contagious and appreciate. I looked forward to his classes and the genuine disussion.”

“Very organized, great command of material, teaches and relays information well, makes class fun and engaging by using cool powerpoints and different media, class activities and a lovely sense of humor!”

“Zach is really passionate and informed about Sustainability. He challenges his students to step outside their comfort zones and think critically about uncomfortable issues in our world.”

“Created a very positive classroom environment, had tons of enthusiasm about he subject. The reading slips were very helpful assignments for reading comprehension and furthering discussion.”

“He is so passionate about the material, which makes me feel more interested and engaged. I’m never bored in class.”

“The classroom engagement was fantastic and the enthusiasm was infectious.”

“The food history class was probably my favorite class I have taken in my life. I loved everything we learned about and Zach not only made the course interesting but fun as well. The field trips for that class were perfect to go with the course and seriously just an amazing experience all around.”

“He is enthusiastic and engaging. We actually applied what we learned.”

“History can be pretty dry but he’s got a knack for making it interesting.”

Evaluations from Advisees & Students

To Whom It May Concern:

My name is Isabelle Dowling, and I am a senior at Harvard concentrating in History, with a secondary in Economics. I completed a senior thesis in the history department, and Zach Nowak served as my advisor through the process.

For someone who was fairly unprepared for writing a thesis (I decided to write one at the last minute), Zach was a saving grace. He was incredibly skilled at breaking down what I needed to do into manageable chunks. He offered helpful contacts, put me in touch with a grad student at another college also working on my topic, and stressed the importance of archival research early on so that I did not fall behind. He also offered substantial advice on how to take notes in archives, how to keep track of sources, and all the other things that someone embarking on a serious research project for the first time would not know. Whenever I need to meet, he would make time within the next few days.

When I needed to prepare an oral presentation on my topic, approximately only two months into the process, Zach was very clear on the type of information he felt needed to be included in this. He also rehearsed the presentation with me, offering advice from the front that the document should be in to be easily readable while speaking, to the type of photos that would be best received.

Through the writing process, Zach helped me outline what to write, and then offered significant editing in the final stages. He kept me on track throughout the process, letting me know when I was behind, and when I absolutely needed to start my footnotes (something that was definitely not conveyed to several of my peers writing theses with other advisors). I was the most grateful for Zach towards the end of the process, when I realized that, thank to his guidance, I was significantly more prepared for finishing the project than many of my peers.

I am extremely grateful that I was able to work with Zach during my senior year, and would without question recommend him as an advisor to my friends in the future.

Sincerely,
Isabelle Dowling
Harvard College '16

LESLEY UNIVERSITY MFA PROGRAM IN CREATIVE WRITING
STUDENT EVALUATION OF INTERDISCIPLINARY ADVISOR

Interdisciplinary Advisor: Zachary Nowak

Semester: Spring 2015

*This anonymous evaluation is designed to ensure that the interdisciplinary component of Lesley's MFA Program in Creative Writing continues to provide the quality of advising students expect and deserve. Please respond with care to the paragraph below, keeping to the space provided. Evaluations are due in the program office **no later than the deadline specified in the evaluation email.***

Please briefly describe your interdisciplinary project and your advisor's approach to your work. Then, comment on your advisor's effectiveness in helping you to devise your interdisciplinary project and to complete its goals.

I approached Zach with the seed of an IS idea: to translate the short stories of Italian author Dino Buzzati. Zach took that idea and, with his expertise in both Italian and translation publishing, helped shape it into an actionable project. He proposed that I spend the semester working towards a submissions package (complete with translations) that I could then shop around for publication. He guided me through that process and taught me the necessary components of a package—invaluable information for any writer. His feedback on my monthly submissions was always clear as he re-directed me towards the goal and Zach went above and beyond, seeking out native language sources when I was stumped and helping me draft emails to the Buzzati Association in Italian. Zach approached the IS as a project, rather than a class, which moved it from the theoretical to the real. I finished this semester with not only translated pieces, but a submissions package and a publishing plan. Everything, from selecting a potential publisher to reaching out regarding grant money to writing a translator's introduction, was new territory for me but Zach's encouragement was catching. His faith in the project, and his obvious skill, turned a small idea into a big passion and I can't thank him enough.

October 1st, 2016

To Whom It May Concern,

I am thrilled to write a teaching evaluation for Mr. Zachary Nowak and highly recommend him for the teaching position.

Mr. Nowak was the Head Teaching Fellow and my Teaching Fellow for the course, “American Food: A Global History” during Spring of 2016. Mr. Nowak led our weekly sections and was responsible for grading and giving feedback on our exams and essays. He is by far one of the most engaging, dedicated, and personable teachers I have had in my college career. Mr. Nowak’s section has been my favorite throughout my college education due to his innovative teaching methods and the valuable information and skills I learned that also extended beyond the class. My semester in Mr. Nowak’s section not only provided me with a fantastic teacher, but also a mentor.

Mr. Nowak had the ability to create an engaging environment in section that allowed everyone to actively participate and discuss. He would always develop innovative activities and themes for section that drew upon the lecture and reading materials. One example of such an activity was roleplaying as different groups of people from the 1860s. After allowing us to break into groups and discuss the prompts from the relevant perspectives, the class then engaged in a court case debate. His sections were highly memorable, and I still am amazed at the insightful lessons I learned in each hour of the section. For example, in the last section, we analyzed the Hershey’s Kiss candy by creating questions and article topics based off authors we had read during the semester. This activity allowed us to synthesize the viewpoints and analysis skills we had solidified over the semester and exemplified many of the creative and engaging sections we had throughout the year. The last few minutes of most sections were dedicated to writing exit surveys that prompted us with reflection questions about the discussions we had in section, which I found very helpful in solidifying my understanding of the material.

One of the qualities that makes Mr. Nowak an outstanding teacher is his dedication to the students. In addition to holding weekly office hours, Mr. Nowak was also very accessible and helpful outside of office hours, and even during the weekends. The time he devoted to his students was crucial in helping me and the others not just learn the class material, but also develop our critical analysis and writing skills. He always offered to read over our papers and manuscripts, and gave us important and insightful feedback that allowed us to improve our historical analysis and encouraged us to critically think and question the materials we read or talked about it. For example, in my final paper, I had to utilize primary sources for most of my evidence. Having never undertaken such a project before, Mr. Nowak’s guidance helped me search for and synthesize information from the primary sources. I always appreciated Mr. Nowak’s help, as it was a great balance between advice and pushing me to critically think and complete the tasks independently.

Overall, Mr. Nowak is an exceptional teacher and mentor who strongly engages his students through synthesizing class materials with creative activities. His enthusiasm, dedication, and success in classroom instruction and student mentoring will enable him to be an inspiring teacher and enables him to have a long lasting impact beyond the classroom. Please do not hesitate to contact me if you have any questions.

Best Regards,
Annie Dai

Classroom Observations



July 28, 2015

Harvard University Office of Career Services
54 Dunster Street
Cambridge, MA 02138

To Whom It May Concern,

I have been asked by Zachary Nowak to provide an assessment of his classroom teaching and I am very pleased to do so.

On June 17, 2015, Prof. Nowak lectured on the subject of "Wine: A Historical Introduction" before my Wine Journalism class at the Umbra Institute in Perugia, Italy. I will address first his teaching style and then his knowledge of his teaching subject.

Prof. Nowak readily engaged with students, which is critical in any classroom. Since he was unfamiliar with the students, he asked them to write their first names on a piece of paper and post them in front of their desks. This permitted him to rapidly establish a personal rapport with the students by calling them by name.

His approach is classically Socratic. He starts with questions and if there are voluntary responses he acknowledges them, but he does not hesitate to call on students in a non-threatening manner. By that, I mean he sounds them out as to their thoughts on the matter more in the form of a joint exploration of the subject. Thus he creates a conversation in the classroom rather than a rigid, top-down lecture. In doing so Mr. Nowak is confident before students, but at the same time personable and approachable. For these reasons, he builds a trusting atmosphere.

Regarding his knowledge of his lecture topic, it was thorough and complete. I base this on my own knowledge of wine history. But Prof. Nowak also focused more specifically on Italian wine history, with which I am less conversant. And here I learned new material of which I was unaware. For example, he noted the impact of sharecropping on the poor quality of Italian wine before the 1960s.

Finally, he makes his class presentation interesting by providing examples of what he talks about. He brought to class two examples of wine, the first the kind of plonk made in years past when sharecropping dominated, and then a sample of the same wine subject to contemporary viticultural and vinicultural processing. The students could literally taste the difference in history immediately.

The class had an enrollment of 16 students, and all attended. After Prof. Nowak's lecture, I overheard them commenting very positively on the presentation. Based on this, I have now doubt that he will prove to be a capable, effective, and engaging teacher in his academic future. This is why I am very pleased to commend him to you.

If you have any question, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in black ink that reads 'John C. Hartsock'.

John C. Hartsock, Ph.D.
Professor of Communication Studies

Van Hoesen Hall, Room B-117 • P.O. Box 2000 • Cortland, NY 13045-0900
Phone: (607) 753-4201 • Fax: (607) 753-4821

HARVARD UNIVERSITY
DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

Elvira G. Di Fabio, Ph.D.
Director of Language Programs
435/436 Boylston Hall
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Tel. 617-496-4842; Fax: 617-496-4682

October 1, 2016

LETTER OF RECOMMENDATION for **Zachary Nowak**

It is my great pleasure to write this letter in support of Zachary Nowak's candidacy. I met Mr. Nowak in 2011, when I was director of the Harvard Summer Abroad Program in Italy, a language and culture immersion program that I had been directing since 2003. For the first three weeks of the 2011 program, whose focus was on food culture, we were guests of the Umbra Institute in Perugia, Italy, where Mr. Nowak is on faculty as food historian. It was through this excellent experience that I first became familiar with Mr. Nowak's teaching and research. Student evaluations confirmed his series of six lectures as the highlight of the program. His lessons on Perugia's historical sites and archives, Artusi's role in unifying Italian cuisine, the salt wars and the myth of the Risorgimento, the sociology of the Mediterranean diet, the limitations of local food, and his extraordinary portrait of the 'contrary butcher' Dario Cecchini, each demonstrated a remarkable talent for blending archival research with real-life experiences, genially conveying his lessons in the abstract and hands-on. For example, he brought his students to the archives to read documents that proved his theory about the salt wars. From my perspective as an undergraduate adviser, Mr. Nowak taught these potential young scholars about the value of archival preservation and the researcher's responsibility in interpreting empirical evidence.

I was delighted to learn just a couple of years later that Mr. Nowak had been admitted to Harvard's doctoral program in American Studies, therefore opening the way for further collaboration, of which I have taken advantage. Mr. Nowak has been a regular guest lecturer in two of my courses: a freshman seminar taught in English on Romance foodways (FRSEMR 38z), and an Italian content course that examines a variety of texts as contributors to food identity in Italy (formerly ITAL 105, now ITAL 85). His lectures in the freshman seminar have focused on the folklore of pizza (see Z. Nowak, "Folklore, Fakelore, History" in *Food, Culture & Society*. vol.17.1 March 2014). His lecture in the Italian course on "Bread and Meaning: Telling Stories about Food in Italy" brought the discussion even further by highlighting the various forms of 'bread' within Italy's identikit –polenta, piadine, torta al testo, pizza, pane—and the threat that recent immigration from the Middle East has posed in its introduction of the wrapped kebab to Italian fare (see Z. Nowak. "Italian Stuffed vs. Maghreb Wrapped: Perugia's Torta al Testo Against the Kebab" in *Wrapped and Stuffed Foods: Proceedings of the Oxford Symposium on Food and Cookery 2012*, pp.101-107).

Z. Nowak (Di Fabio) p. 1



In all these experiences, Mr. Nowak has excited interest in his work through an enthusiastic, interactive teaching style. Students respond immediately to his welcoming engagement. He rejects the podium as a barrier to communication. Equally comfortable in English and Italian, he easily manages his classroom with model aplomb, making sure all participants feel comfortable to contribute their ideas and observations. Thanks to these lectures, several students have gone on in Italian studies in order to further examine the sociology of food, and Zach is my 'go-to' adviser when students come to me asking about food history and/or study abroad programs that speak to the discipline.

I recently learned that Mr. Nowak serves as a Pedagogy Fellow for the Bok Center for Teaching and Learning, a highly competitive appointment. It is no wonder that my colleagues at the Center have recognized the talent that Zach has as teacher and mentor, as well as exemplar for graduate students who are training in the art and craft of teaching.

I have great esteem for what Zachary Nowak has accomplished and have no doubt that he will continue to make significant contributions to the profession as teacher, mentor and researcher. He has my highest recommendation.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Elvira Di Fabio", with a long horizontal flourish extending to the right.

Elvira Di Fabio, Ph.D.
Senior Preceptor (Italian)
Director of Language Programs in RLL
Coordinator of the Italian Language Courses
RLL Associate Director of Undergraduate Studies

Contributions to Teaching Profession & Institution

American Studies
THE GRADUATE SCHOOL OF ARTS AND SCIENCES AT HARVARD UNIVERSITY

TEACHING BEYOND SECTION

THURSDAY, FEBRUARY 4
9:30AM
Adjuncting Outside Harvard As A Grad Student
Robinson Hall, Basement Seminar Room
Zach Nowak, moderator
Matt Franks
Tarryn Chun
Heng Du

TUESDAY, FEBRUARY 23
9:30AM
How To Build Your Credibility As A Teacher
Barker Center 203 (Finnegan Room)
Chris Allison, moderator
John Bell
Tess Wise

THURSDAY, MARCH 3
9:30AM
How to Write About Your Teaching: Syllabi and Teaching Portfolios
Barker Center 203
Carla Casabian, moderator
Virginia Maurer, 20A Center
other presenters TBA

WEDNESDAY, APRIL 13
9:30AM
Becoming Faculty at Teaching-Intensive Institutions
Robinson Hall, Basement Seminar Room
Amy Fish, moderator
Christine Diaz, Fairleigh State
Joseph Adelman, Framingham State
Robert Allison, Suffolk University

SERIES ORGANIZED BY
ZACHARY NOWAK, with Amy Fish, Chris Casabian, Chris Allison, and John Bell

I was the main organizer of this series of panels on teaching “beyond section” in Spring 2016. The principal attendees were graduate students looking to build their pedagogical credentials.

inclusive teaching & DIVERSITY in the classroom

WEDNESDAY, SEPTEMBER 28
9:30AM
Supporting queer and trans* students in the classroom
Susan Marine (Director of the Higher Education Master's Program, Western MacColl College)
Robinson Hall Basement Seminar Room

WEDNESDAY, OCTOBER 7
9:30-10:00AM
The Bilingual Mind in the Classroom
Amanda Saldaña and Neil Smith (Academic Coordinator, Bureau of Study Councils)
Science Center 400D

WEDNESDAY, OCTOBER 20
9:30AM
Unconscious Bias in the Classroom
Jack Cas (Ph.D. candidate, Department of Psychology)
Robinson Hall Basement Seminar Room

WEDNESDAY, DECEMBER 7
9:30AM
Diversity & the Inclusive Classroom
Eileen Berger (Access and Disability Services Administrator & Assistant Director Office of Student Affairs, School of Education) and Thomas Mathy (Syllabus and Christopher Pascoff (Professor of Practice in Learning Differences, School of Education)
Robinson Hall Basement Seminar Room

WEDNESDAY, NOVEMBER 2
9:30AM
Culture, Class, and Academic Engagement
Anthony Jack (Junior Fellow, Harvard Society of Fellows, Assistant Professor, School of Education; Shuzhen Assistant Professor, Radcliffe Institute for Advanced Study)
Robinson Hall Basement Seminar Room

Organized by Zachary Nowak with Heather O'Neil
Co-organized by Amy Fish, Chris Casabian, Chris Allison, Tarryn Chun, and Heng Du. Additional organizers and speakers: Virginia Maurer, 20A Center; John Bell, 20A Center; Matt Franks, 20A Center; Amy Fish, 20A Center; Tessa Wise, 20A Center; and other presenters TBA.

I co-organized this series on inclusive teaching in order to better prepare myself for teaching a broad range of students. The series was part of my work as a Pedagogy Fellow at Harvard’s Derek Bok Center for Teaching and Learning in Fall 2016.

TEACHING FELLOW WORKSHOP SERIES

RUN BY BARKER CENTER / DANA-PALMER HOUSE DEPARTMENTAL TEACHING FELLOWS

FRIDAY, SEPTEMBER 16
2:15-3:45 PM
Easy Fixes, Tips, and Tricks for Effective Teaching
Robinson Hall Basement Seminar Room

FRIDAY, OCTOBER 17
2:15-3:45 PM
Presence in the Classroom and Beyond
Robinson Hall Basement Seminar Room

FRIDAY, NOVEMBER 4
2:15-3:45 PM
Creating an Online Profile & Teaching Portfolio
Science Center 400D

FRIDAY, FEBRUARY 17
2:15-3:45 PM
Evidence-Based Teaching Approaches
Robinson Hall Basement Seminar Room

FRIDAY, MARCH 14
9:30-10:00 AM
Non-Traditional Assignments
Robinson Hall Basement Seminar Room

FRIDAY, APRIL 7
2:15-3:45 PM
Adjuncting Outside Harvard
Robinson Hall Basement Seminar Room

I was the principal organizer of this series, which I created and ran with other Departmental Teaching Fellows in my academic building. The workshops were for the first-time teaching assistants in our departments.

As part of a pedagogy course called “Make It Stick,” a fellow student and I wrote a short presentation about the teaching technique called “interleaving.” We later developed the script, added some visuals, and filmed it at Harvard’s Derek Bok Center for Teaching and Learning. See the full video here: [VIMEO.COM/198858703](https://vimeo.com/198858703)



Harvard's Program in American Studies, unlike many departments and programs at Harvard, did not have a required departmental course to prepare graduate students for teaching. While I had earlier organized some ad hoc pedagogy events, I realized through my work as a Departmental Teaching Fellow that a required course would be an excellent addition to the Program's curriculum. In January 2017 I brought my proposal to the Committee on American Studies, which then asked me to write a draft syllabus. A revised version of the syllabus was approved in March 2017 and all third-year students now take and have a part in shaping the content of this new course.

AMST 314: PEDAGOGY & PROFESSIONAL DEVELOPMENT

Prof. Joyce Chaplin (she/her/hers) & (she/her/hers)

Meeting Time & Place: Monday 3-5pm | Barker Center 227 (Humstone Room)

Course Canvas site: canvas.harvard.edu/courses/amst314

OVERVIEW

The third year is a significant turning point in the graduate program in which students make the transition from consuming knowledge to creating it, from passively absorbing scholarship to actively producing it, and from taking courses to teaching them. The Pedagogy & Professional Development (PPD) Course gives students a forum in which to discuss teaching and other key professional milestones. While paying special attention to teaching and the prospectus, the PPD course will also consider graduate professionalization more generally. To that end, the course is designed to anticipate and address the challenges of this transitional year, but also help the students develop key skills and documents that will be useful for the job market. Topics covered include: basic pedagogical techniques for creating a more active classroom, facilitating discussions, power and privilege in the classroom, classroom management, the nuts and bolts of sections, as well as drafting a statement of teaching philosophy, designing a first course syllabus, starting to write the dissertation prospectus, and thinking about cover letters and what they should include. Students from other class years, professors, and Bok Center staff may join us to lead discussion in an area of their expertise.

The course is intended to serve *you!* It is designed to address some of the key challenges you may face across your first semesters of teaching at Harvard, but hopefully without overburdening your already busy schedules. Much of the key material is front-loaded to the beginning of the fall semester. Beyond its specific weekly agendas, the PPD course will provide a comfortable space to voice concerns, discuss anxieties, identify fears, and share successes. Students will be warmly encouraged to raise issues about teaching and professional growth.

AEO ACCOMODATIONS

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the course head and DTF by the second week of the term. Failure to do so may result in their inability to respond in a timely manner. All discussions will remain confidential, although faculty are invited to contact the AEO to discuss appropriate implementation.

REQUIREMENTS

All first-time American Studies TFs are required to take this course. While this course is recommended for G3 year, students who will not be teaching until a later point in their program may apply to the Program Administrator to take the course in their G4 year. The course is graded SAT/UNSAT; please register for it if you have not already done so. Course requirements include:

- attendance at the Bok Center Fall Teaching Conference;
- regular attendance and active participation at PPD course meetings;
- completion of course assignments;
- video-taping one section and mid-term feedback, and discussing both with the Departmental Teaching Fellow (DTF);

Public History


In 2016 I proposed and carried out an oral history project to the Fenway Garden Society, a Boston non-profit that manages the only surviving Victory Gardens in the U.S. In addition to taking botanical specimens from fifteen gardeners, I recorded and transcribed their oral histories, now on deposit at the Massachusetts Historical Society. I subsequently created and presented four public history events. I put together displays of excerpts from the oral histories, botanical specimens, photographs, and posters with the Gardens' history. This project will be part of my second book project, and was informed by my interest in archival theory. I look forward to doing more of this type of public history in the future, and tying it into possible undergraduate courses.

**The History of the Back Bay Fens
and
The Fenway Victory Gardens**

The area now known as the *Back Bay Fens*, just outside and across the street from the Inhabilia Stewart Garden Museum, looks like a slice of precolonial nature that has survived in the middle of Boston. In fact, it's been the site of considerable transformation. The Fens started as a tidal cove. Every day the Atlantic Ocean's tides would push water back up the Charles, and then up the Muddy River, covering the broad mud flats that used to be where the Fens are. Native Americans fished and dug for clams in the area. In the early 1800s, a tidal dam closed the cove. The mill never really worked well, but the dam inadvertently created a stinking bay. Without the tides to wash the flats every day, sewage and trash accumulated.

In the late 1800s the City of Boston asked famous landscape architect Frederick Law Olmsted to help. Olmsted, fresh from his successful completion of New York's Central Park, designed an area that didn't resemble a park at all. The Bay Fens (he insisted the area should not be called a "park") was created by dredging parts of the cove and filling others. The effect was to create a large basin with the Muddy River meandering (as it does today) through the middle. Each day the tide would come in and flood the basin, but it would carry away any trash as well. Olmsted did not want active recreation in the Fens, so he planted it very densely with shrubs, tall flowers, and trees. Only with the damming of the Charles in 1960, and the partial filling of Olmsted's basin with dirt from Boston's new subways in the 1920s was the present park created.

With those changes, as well as the addition of the Rose Garden (1920) and the athletic field (1900) the park today is very different from how Olmsted planned it, and far from the tidal estuary of the seventeenth century and before.



The Fens as they appeared in 1900. Photo courtesy of the National Park Service, Frederick Law Olmsted Historic Site.

The Fenway Victory Gardens were begun in the Fens in 1941. The entrance of the US into World War II was an important moment for the importance of gardening. The war necessitated not only a hurried conversion of formerly unproductive spaces into vegetable gardens, but also a shift in thinking about gardening's function. Historian Amy Bentley has pointed out that with the beginning of the industrialization of the food supply, gardening in the US functioned "less as a source of vital foodstuffs and more as a form of recreation." The creation of the Victory Gardens in the Fens, however, meant a lot of hard work. As Fenway Victory Garden founder Robert Parker later remembered, of legacy of undifferentiated fill (bricks, old metal pipes, garbage) in the Fens meant the first gardeners had to work hard to make their gardens produce.

The end of hostilities seemed to remove the need for the Victory Gardens. In response to the city's plan to end the garden experiment, the Victory gardeners responded by creating the Fenway Victory Garden Society ("Victory" was later dropped). That a public park could be used by private citizen-stewards was not an easy sell at first. The Fenway Garden Society spent the first five post-war years defending their gardens from various proposed alternative uses. The archives of the FGS show the Society's vigorous lobbying against the conversion of the area into a war memorial, a parking lot for nearby merchant's customers, a Veterans' Administration hospital, a parking lot for Fenway Stadium, tennis courts, baseball fields, and an IRS building.

The Fenway Victory Gardens are the oldest continuously operating World War II Victory Gardens in the United States. Over 100 gardens spanning 1/2 acre are tended by a community of more than 300 members from every neighborhood in Boston, reflecting the diversity of our city and its rich history and culture.

For more information, see www.victorygardens.org



In 2018 I co-created the Insider's Tour of Harvard Yard as part of a recruiting effort for the Harvard History Department. The tour had eight destinations around the main campus and focused on the hidden histories of enslaved people, Native Americans, and queer students in Harvard's past. The tour concluded with a small archival exhibit in the Harvard University Archives. I recently refashioned this into a Ghost & Skeleton Tour of Harvard Yard, which included fanciful spook stories as well as these other stories of "skeletons in Harvard's closet." There is a review [HERE](https://www.thecrimson.com/article/2018/10/30/halloween-ghost-tour-steam-tunnels/) [https://www.thecrimson.com/article/2018/10/30/halloween-ghost-tour-steam-tunnels/]. I have worked with Harvard's Archives, Herbaria, and various libraries to incorporate visits and demonstrations to my courses.



Bok Center Pedagogy Fellow Training & Work

As part of my position as a Bok Center Pedagogy Fellow (when I also had the title of Departmental Teaching Fellow for American Studies), I attended twice-monthly training sessions on the following topics. This training had immediate application, as I could then use these skills when consulting with and assisting the teaching assistants in American Studies.

Pre-semester

Week of August 15-19—Microteaching Training

August 19—STEM Fall Teaching Conference (FTC) training

August 22—Hum/Social Sciences FTC training (9-3)

August 24—Day 1 of FTC: Fundamentals track of Fall Teaching Conference

August 25—Day 2 of FTC: Concurrent sessions for new and experienced TFs

Regular semester meetings

September 1—Transitioning from TF to Departmental Teaching Fellow/Consultation Techniques

September 15—Observing Classes: Things to Watch For

September 22—Debriefing after a Section (Video or In-Person) Observation

October 6—Student Evaluations and Midterm Feedback/Check-ins

October 20—Inclusive Practices for Teaching a Diverse Classroom

November 3—Handling Difficult Scenarios/Check-ins

November 17—Writing a Statement of Teaching Philosophy

December 1—Assessing Your (and Our) Work This Semester

December 8—Mid-Year Check In and Spring Planning

February 23—Curriculum & Taxonomies

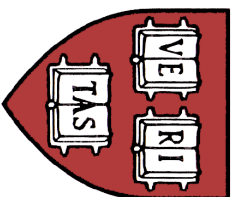
March 9—Reading

March 23—Assignment Design I

April 6—Assignment Design II

April 20—Radical Pedagogies

Teaching Awards & Certificates



HARVARD UNIVERSITY
CERTIFICATE OF DISTINCTION IN TEACHING

Zachary Nowak

has been recognized for excellence in teaching
during the Fall semester of 2015.

This certificate acknowledges a special contribution to the teaching
of undergraduates in Harvard College.

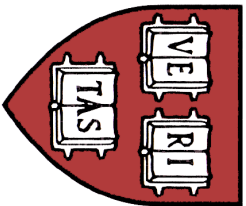
A handwritten signature in black ink, appearing to read 'R. Lue', written in a cursive style.

Robert A. Lue
Richard L. Menschel Faculty Director
Derek Bok Center for Teaching & Learning

A handwritten signature in black ink, appearing to read 'Jay M. Harris', written in a cursive style.

Jay M. Harris
Dean of Undergraduate Education

DEREK BOK CENTER FOR TEACHING AND LEARNING



HARVARD UNIVERSITY

THE DEREK BOK CENTER FOR TEACHING AND LEARNING

Zachary Bostwick Nowak

has fulfilled the requirements for
The Derek Bok Center Teaching Certificate.

A handwritten signature in black ink, appearing to read 'R. Lue'.

Robert A. Lue
Richard L. Menschel Faculty Director
Derek Bok Center for Teaching & Learning

A handwritten signature in black ink, appearing to read 'P. Pollock'.

Pamela M. Pollock
Associate Director for Professional and
Scholarly Development

Appendix A: Letters from Former Students

Zach,

I wanted to personally thank you for a most enjoyable class this past semester. I truly feel that I am on the right path to mastering something that deeply interests me - history. As a student who just recently declared History of Art + Architecture as her concentration, I must say that this class certainly helped me to explore topics (and definitely writing techniques!) that I feel definitely have made me a more well rounded + informed student.

I learned so much both in + out of your section that deeply interested me. Again, thank you so much for providing thought provoking content in your lectures along with your own spin on things, which I always found helped me with my understanding of the material. Additionally, thank you for making me + my questions / opinions always feel welcome in section, during office hours, + over email. I truly hope

that you enjoy the rest of this school year + the summer.

All the best,

[Redacted]


kate spade
NEW YORK

Dear Zach,

Thank you for being such an amazing TF this semester! You have made sections and this class really interesting and exciting! I really appreciate all the time you put into helping every student and how great of a mentor you were. I truly learned so much from this class and gained skills and knowledge I never expected to learn! I am thankful for your kindness and am grateful to have had you as my TF! Thanks so much!
Best Regards,
[Redacted]