

# **TEACHING PORTFOLIO**

## **ANDREW KENNETH DAY**

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## Pedagogical Statement

I designed and teach my own course at Northwestern University for the prestigious academic-internship program Chicago Field Studies. I thus have extensive experience teaching small, intimate classes ranging from ten to eighteen students. The interdisciplinary course is entitled “The Modern Workplace” and explores the history and politics of working. From Tuesday through Friday, students work at downtown internships of their choosing. Every Monday we convene to reflect on the world of working. The course is seminar-style, although on some occasions I opt to lecture for roughly half of the three-hour session, in order to clarify difficult concepts or to elaborate the context of that week’s readings.

My pedagogical goal each seminar is to facilitate discussion in such a way that it seems to arise organically from student engagement. By the end of the quarter, it genuinely does. For many students, the course is not only their first discussion-based seminar, but a first encounter with complex thinkers including Karl Marx, W.E.B. Du Bois, Hannah Arendt, and many others. Some students are initially hesitant to speak. To encourage them to do so, I establish at the outset that active participation is not only a component of their overall grade, but indispensable to the collective learning experience. I prepare meticulous, question-driven lesson plans each seminar, which allow me to get going the conversation, but from which I am eager to depart as I respond to student input. Students post weekly reading responses to an online class discussion board, and I sometimes privately encourage the shyer students to bring these responses into seminar discussion, so that everyone feels they are capable of making valuable contributions.

Maintaining student focus throughout a three-hour seminar is challenging, and I have developed some techniques to ensure that students remain engaged. I solicit student feedback regarding their enjoyment of each reading (or lack thereof), so that on future syllabi I can replace readings that fail to stimulate interest. Short video clips, such as interviews with authors we are reading, serve as primers for class discussion. Towards the end of every seminar, we let down our proverbial hair, and relate the day’s discussion to our own lives as workers and citizens.

Civic education is central to political science, which is why I continued teaching “The Modern Workplace” despite having fellowship funding and no teaching obligations. Undergraduate students of political science should not merely acquire rote knowledge about government, but enrich their capacities as democratic citizens. My course is continuously geared towards improving civic literacy, giving students the critical distance needed to survey economic institutions as sites of both collaboration and contest, as ladders to success but also as relationships of power. The course design, like my own research, blends the historical and the normative, the empirical and the critical. By reappraising what work is, students learn to reimagine what it can be.

In addition to continuing to teach “The Modern Workplace” for Northwestern, I will teach the course “Modern Political Thought” for Loyola University (Chicago) during the Spring semester of 2021. This course will explore the history of political philosophy from the High Renaissance to the 19<sup>th</sup> Century. The course will have approximately thirty-five students.

# Introduction to Political Theory

## Instructor:

Andrew Kenneth Day: [AndrewDay2019@u.northwestern.edu](mailto:AndrewDay2019@u.northwestern.edu), office hours by appointment.

## Course Description:

What is justice? Who rules – and by what right? Are human beings political by nature? How should power be generated, distributed, and limited? In this course we explore political theory as an evolving discourse that poses, addresses, and problematizes these and related questions.

Political theory begins in ancient Athens with the philosophical triad Socrates, Plato, and Aristotle – and so too does our course. Throughout our intellectual journey, we will ride the rise and fall of the Roman Empire, hear the confessions of a medieval Christian philosopher, weather the tumult of early modernity, uncover the theoretical underpinnings of the U.S. founding, witness the abolition of slavery and struggle for civil rights, and shed new light on contemporary crises.

This course is designed to enhance students' critical thinking capacities, improve civic literacy, and promote citizen engagement in our communities. By the end of the semester, students will be able to speak with confidence and real understanding about the history of political thought and participate in the vibrant and ongoing conversation of political theory.

## Course Requirements:

Your active intellectual engagement in the classroom is critical to your success in this course. Attendance is therefore mandatory. You may miss a maximum of two classes without excused absence, though perfect attendance will exert a positive influence on your overall grade. As detailed below, I will determine final grades on the basis of class participation, two essay examinations, one critical memo, a final paper workshop document, and a final course paper.

## Grade Breakdown:

Class Participation	15%
Two Examinations	30%
Critical Memo	10%
Workshop Document	5%
Final Course Paper	40%

Note: Some course readings can be found on Canvas. One textbook is required for this course: *Princeton Readings in Political Thought*, eds. Cohen and Fermon.

## Course Plan

### Unit 1: Antiquity and Middle Ages

Week 1:

Tuesday: Welcome to the course! What is political theory?

Thursday: Plato, The Apology, pp. 19-39.

Week 2:

Tuesday: Plato, The Republic, pp. 39-75.

Thursday: Plato, The Republic, pp. 76-106.

Week 3:

Tuesday: Aristotle, The Politics, pp. 107-123.

Thursday: Aristotle, The Nicomachean Ethics (excerpt on Canvas)

Week 4:

Tuesday: Cicero, On the Republic, p. 124-126. Hannah Arendt, 'What is Authority' (essay on Canvas).

Thursday: Introduction to the Middle Ages, 129-131; St. Augustine, City of God, 133-143; St. Augustine, Confessions (excerpt on Canvas).

Week 5:

Tuesday: St. Thomas Aquinas, Politics and Law, pp. 144-152; Christine de Pizan, The Book of the City of Ladies, pp. 153-158.

Thursday: Essay Exam #1.

### Unit 2: The Making of Modernity

Week 6:

Tuesday: Benjamin Constant, 'The Liberty of the Ancients Compared with that of the Moderns' (essay on Canvas); Isaiah Berlin, 'Two Concepts of Liberty' (essay on Canvas).

Thursday: Niccolo Machiavelli, The Prince and Discourses on Livy, pp. 167-193.

Week 7:

Tuesday: Mary Dietz, 'Trapping the Prince' (essay on Canvas); John Langton and Mary Dietz, 'Machiavelli's Paradox: Trapping or Teaching the Prince' (essay on Canvas).

Thursday: Martin Luther, 'Temporal Authority: To What Extent It Should Be Obeyed', pp. 194-199; John Calvin, God and Political Duty, pp. 200-204; and King James VI and I, 'Speech Before Parliament' (Canvas).

Week 8:

Tuesday: Thomas Hobbes, Leviathan, pp. 205-242.

Thursday: John Locke, Second Treatise of Government, pp. 243-279.

Week 9:

Tuesday: Jean-Jacques Rousseau, On the Social Contract and Discourse on Inequality, pp. 280-313; C.L.R. James, The Black Jacobins (excerpt on Canvas).

Thursday: The Federalist Papers, pp. 335-346; Declaration of the Rights of Man and Citizen, pp. 347-348; Edmund Burke, Reflections on the Revolution in France, pp. 349-355; Frederick Douglass, 'What to the Slave is the Fourth of July?' (full speech on Canvas).

Week 10:

Tuesday: Marie-Olympe de Gouges, 'Declaration of the Rights of Women and Citizens', pp. 356-361; Mary Wollstonecraft, A Vindication of the Rights of Woman, pp. 362-370; John Stuart Mill, 'On the Subjection of Women', pp. 388-397.

Thursday: G.W.F. Hegel, Philosophy of Right, pp. 425-434; Karl Marx, selections from various works, 436-466.

### **Unit 3: Modernity and Post-Modernity**

Week 11:

Tuesday: Friedrich Nietzsche, On the Genealogy of Morals, pp. 467-490; Michel Foucault, Discipline and Punish, pp. 715-739.

Thursday: Essay Exam #2.

Week 12:

Tuesday: Hannah Arendt, The Origins of Totalitarianism, pp. 575-590; Hannah Arendt, 'Introduction into Politics' (essay on Canvas).

Thursday: Simone de Beauvoir, The Second Sex, pp. 601-614; Judith Butler, 'Sex and Gender in Simone de Beauvoir's Second Sex' (essay on Canvas).

Week 13:

Tuesday: Martin Luther King, Jr., 'Letter from Birmingham Jail,' 623-635; Malcolm X, 'The Ballot or the Bullet', 636-641; James Baldwin, 'Letter from a Region in My Mind' (essay on Canvas).

Thursday: Angela Davis, 'Women, Race, and Class: The Approaching Obsolescence of Housework: A Working-Class Perspective' (essay on Canvas)

Week 14:

Tuesday: John Rawls, A Theory of Justice, pp. 679-697; Robert Nozick, Anarchy, State and Utopia (excerpt on Canvas).

Thursday: Immanuel Kant, 'What Is Enlightenment?' (essay on Canvas); Michel Foucault, 'What is Enlightenment?' (essay on Canvas).

Week 15:

Tuesday: Wendy Brown, Undoing the Demos (excerpt on Canvas).

Thursday: Course overview lecture. Students discuss workshop documents.

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## Chicago Field Studies: Field Studies in the Modern Workplace

### Instructor:

Andrew Day: [AndrewDay2019@u.northwestern.edu](mailto:AndrewDay2019@u.northwestern.edu), office hours by appointment.

### CFS Program Contact:

Karen Allen: [Karen-Allen@northwestern.edu](mailto:Karen-Allen@northwestern.edu).

### Course Description:

In this course we will explore the history, theory, ethics, economics, and politics of 'work.' We will devote roughly half of our seminar time to discussing the course readings and audio/visual materials, the other half to reflecting on our experience as workers. By the end of the course, students will be able to critically analyze and productively discuss historical developments and contemporary trends affecting workers, workplaces, and the experience of working. The course meetings are seminar-style, meaning students will actively generate discussion, with instructor guidance as needed.

### Course Materials:

You can find course materials on CANVAS. These include all critical memos and weekly reflections that your peers post to the Discussion Board, which are required weekly reading.

## Assignments:

Weekly Reflections (8): Every week beginning week two (including your critical memo week) post a reflection on one or more of the assigned readings, poems, songs, and/or videos. Each of these reflections can take the form of a question, a critique, or general reaction and will range from a few sentences to a (maximum) two paragraphs in length. You should be prepared to discuss your reflections in seminar during discussion. Consistent, thoughtful, and timely completion of these weekly reflections will count towards your participation grade. These are due by **ten a.m. the morning of seminar**, and you are expected to read your classmates' reflections before each class.

Critical Memo: Write one critical memo, with an approximate length of three pages, double-spaced. In this memo you will critically engage the arguments of one or more of the week's readings (excluding audio/visual materials and poems). These essays should prioritize critique / analysis / interpretation and avoid rote summary. These are due by **ten a.m. the day before seminar**. You should be prepared to discuss and defend your memo in seminar.

Presentation: You will give a presentation on your experience as an intern – the company you work for, your role in that company, what you have learned, etc. This presentation will require both on-the-job and independent research into your company – its history, general industry, purposes and goals, etc. Presentations should be between seven to ten minutes, followed by a brief Q&A session.

Final Project Workshop Document: During the concluding seminar, students will workshop final project ideas. You should produce an outline of your project in preparation for this discussion, which you will **submit to me after class**, detailing topics you want to cover and readings you plan to draw on. This is an informal document, around one page in length, simply laying out final project ideas. Your grade on this document will be based on the following: 1.) completion of the document itself, 2.) a brief in-class presentation, and 3.) the feedback you give to your classmates.

Final Essay: Write a final essay that centers around a discussion topic from the course, crafting an original argument pertaining to the modern workplace that draws from and critically engages a minimum of two readings from the course and a minimum of two outside sources. All chosen readings must be approved by me in advance. Approximately ten pages, double-spaced, either MLA or Chicago citation style. This is due the **Friday of exam week by noon**.

## Grade Breakdown:

Participation	30%
Critical Memo	15%
Presentation	20%
Workshop Doc	5%
Final Essay	30%

## Course Policies:

Participation: Because this course is discussion-based and meets only once a week, **your attendance is required**. If extenuating circumstances force you to miss a class, please inform me in advance as soon as possible. In the unlikely event of your absence, you should still post to the Discussion Board, and I may (but may not) devise an alternative assignment for you to complete. That assignment is not a punishment, but will represent the work-load of the time and learning that you missed and enable you to recuperate the day's participation grade. While your presence in every seminar is required, it is not sufficient. **You are expected to demonstrate a level of engagement beyond being present**. This course relies on your active and thoughtful participation. Engaged participation comprises: 1.) arriving to class on time every time; 2.) listening attentively (to me, to course videos/films, and to your classmates); and 3.) contributing to class discussions in a way that demonstrates critical thinking and comprehension of the week's readings.

Conduct: In order to foster a seminar setting conducive to constructive and enjoyable discussions, you are expected to be respectful towards your classmates and towards me. Intellectual disagreement is inevitable; respectful disagreement is thus required. **Using your phone during class time is strictly prohibited, and laptop/tablet use should only serve class purposes**. During student presentations, only the presenter may use a laptop/tablet.

Course Readings: Below are the readings for the course. You are expected to have **carefully read each article/excerpt/chapter/poem** before our seminar discussions. The assigned readings are subject to minor revisions throughout the quarter, although I will not increase the reading load.

## Course Plan

### Week 1: Welcome to the Modern Workplace

“To be truly radical is to make hope possible, rather than despair convincing.”  
– Raymond Williams, Resources of Hope.

Williams, Raymond. 1976. “Work.” Keywords.

Dorzweiler, Nick. 2015. “What Kain Colter Really Learned at Northwestern.” Deadspin.

Thompson, Derek. 2012. “Unpaid Internships: Bad for Students, Bad for Workers, Bad for Society.” The Atlantic.

Thompson, Derek. 2012. “In Defense of Unpaid Internships.” The Atlantic.

In class: Course Syllabus

In class: Sign up for critical memo week and presentation week.



## **Week 2: The Divisions & Spirit of Capitalism – What Is the Price of Modernity?**

“The man whose whole life is spent in performing a few simple operations, of which the effects, too, are perhaps always the same, or very nearly the same, has no occasion to exert his understanding, or to exercise his invention, in finding out expedients for removing difficulties which never occur. He naturally loses, therefore, the habit of such exertion, and generally becomes as stupid and ignorant as it is possible for a human creature to become.”

– Adam Smith, *The Wealth of Nations*.

Poem: Auden, W.H. “The Unknown Citizen.”

Smith, Adam. 1776. “Introduction and Plan of the Work,” “Chapter 1. Of the Division of Labor,” and (skim) “PART III. Of the Expense of Public Works and Public Institutions,” from *The Wealth of Nations*.

Illing, Sean. “Why a Leading Political Theorist Thinks Civilization Is Overrated.” (Interview with James Scott) *Vox.com*.

Sullivan, Andrew. 2014. “America and the Protestant Work Ethic.” *The Dish*.

In class watch: School of Life: “Sociology – Max Weber;” School of Life: “History of Ideas: Capitalism;” School of Life: “Political Theory – Adam Smith.”

## **Week 3: Marxist Analyses**

“The philosophers have only interpreted the world, in various ways. The point, however, is to change it.”

– Karl Marx, *Eleven Theses on Feuerbach*.

Listen: The Clash. “Clampdown,” from *London Calling*.

Marx, Karl. 1844. “Alienated Labor,” from *The Economic and Philosophic Manuscripts of 1844*.

The International Workingmen’s Association. 1864. “Address of the International Working Men’s Association to Abraham Lincoln, President of the United States of America.”

Davis, Angela. 1981. “Women, Race, and Class: The Approaching Obsolescence of Housework: A Working-Class Perspective.”

In class watch: School of Life: “Political Theory – Karl Marx;” “Angela Davis on Violence and Revolution.”

In class: Internship presentation(s).

## **Week 4: Workplace Problems**

“What is perplexing is less the acceptance of the present reality that one must work to live than the willingness to live for work.”

– Kathi Weeks, *The Problem with Work*.

Listen: Simone, Nina. “Backlash Blues.”

Weeks, Kathi. 2011. “The Problem with Work,” from *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries*.

Rosen, Rebecca J. 2015. “Can There Be a Less Materialist American Dream?” (Interview with Juliet Schor) *The Atlantic*.

In class watch: Juliet Schor: “Americans Need to Work Less;” Juliet Schor: “Why Do We Work So Hard?” Trey Parker and Matt Stone: “Alan Watts – ‘Music and Life’”

In class: Internship presentation(s).

## **Week 5: Educating Neoliberals**

“We are in the midst of a crisis of massive proportions and grave global significance...I mean a crisis that goes largely unnoticed, like a cancer; a crisis that is likely to be, in the long run, far more damaging to the nature of democratic self-government: a world-wide crisis in education.”

– Martha Nussbaum, *Not For Profit: Why Democracy Needs the Humanities*.

Listen: “‘Chicago Boys’ Leave Lasting Legacy on Chile’s Economy.” NPR.

Brown, Wendy. 2015. “Undoing Democracy: Neoliberalism’s Remaking of State and Subject,” from *Undoing the Demos: Neoliberalism’s Stealth Revolution*.

Appiah, Kwame Anthony. 2015. “What Is the Point of College?” *The New York Times*.

Friedman, Milton. 1970. “The Social Responsibility of Business Is to Increase Its Profits.”

In class watch: Wendy Brown interview.

In class movie: *Chicago Boys*.

## **Week 6: Gender and Power in the Workplace**

“The bird that would soar above the level plain of tradition and prejudice must have strong wings.”

– Kate Chopin, *The Awakening*.

Watch: “Flashback: Anita Hill’s Explosive Opening Statement” and “If Men Were Treated Like Women in the Office with Carly Fiorina (Presidential Candidate).”

Kipnis, Laura. 2017. “Kick Against the Pricks.” *The New York Review of Books*.

(Skim) Roundtable with Emily Bazelon, et al. 2017. “The Conversation: Seven Women Discuss Work, Fairness, Sex, and Ambition.” The New York Times.

(Skim) Wortham, Jenna, et al. 2017. “The Reckoning: Women and Power in the Workplace.” The New York Times.

In class: Student presentation(s).

## **Week 7: Rise of the Robot Workers**

“Success in creating effective AI could be the biggest event in the history of our civilization. Or the worst.”  
– Stephen Hawking

Special Report. 2016. “Automation and Anxiety: Will Smarter Machines Cause Mass Unemployment?” The Economist.

Drum, Kevin. 2017. “Attention! ‘Automation’ Is Not the Same as ‘Artificial Intelligence.’” Mother Jones.

Ford, Martin. 2015. “Introduction,” “Chapter 1: The Automation Wave,” and “Chapter 2: Is This Time Different?” from Rise of the Robots: Technology and the Threat of a Jobless Future.

Lowrey, Annie. 2018. “Introduction,” from Give People Money: How a Universal Basic Income Would End Poverty, Revolutionize Work, and Remake the World.

In class watch: Vox.com: “Why the Rise of the Robots Won’t Mean the End of Work.”

In class: Internship Presentation(s).

## **Week 8: The Context(s) of Work – Black Belts and White Collars**

“The problem of the Twentieth Century is the problem of the colour-line.”  
– First Pan-African Conference, “Address to the Nations of the World.”

“The caged bird sings / with a fearful trill / of things unknown / but longed for still /  
and his tune is heard / on the distant hill / for the caged bird / sings of freedom.”  
– Maya Angelou, “Caged Bird.”

Listen: “Du Bois, Still Relevant in the 21<sup>st</sup> Century.” NPR.

Du Bois, W.E.B. 1903. “Of the Quest of the Golden Fleece,” from The Souls of Black Folk.

Mills, C. Wright. 1951. “Introduction” and “Chapter 10: Work,” from White Collar: The American Middle Classes.

In class watch: Biography.com video on W.E.B. Du Bois.

## **Week 9: Different Ways of Working – Workplace Democracies or Benevolent Bosses?**

“I tire so of hearing people say, / Let things take their course. / Tomorrow is another day. /  
I do not need my freedom when I’m dead. / I cannot live on tomorrow’s bread.”  
– Langston Hughes, “Democracy.”

Poem: Whitman, Walt. “I Hear America Singing.”

Rayasam, Renuka. 2008. “Why Workplace Democracy Can Be Good Business.” U.S. News & World Report.

Malleson, Tom. 2013. “Making the Case for Workplace Democracy: Exit and Voice as Mechanisms of Freedom in Social Life.” Polity.

Wadhwa, Vivek. 2016. “Democracy is a Great Thing, Except in the Workplace.” The Washington Post.

In class watch: “The Mondragon Cooperatives.”

In class: Workshop document presentations.

## **Reading and Finals Week – Researching and Writing Final Essays**

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# **Introduction to International Relations Fall 2020**

### **Instructor:**

Andrew Kenneth Day, [AndrewDay2019@u.northwestern.edu](mailto:AndrewDay2019@u.northwestern.edu), office hours by appointment.

### **Course Description:**

In this course we will examine historical and contemporary issues in international politics from a variety of theoretical perspectives. By the end of the course, students will be able to speak with confidence and understanding about ongoing debates in the discipline of international relations and about current affairs in international politics.

## **Course Requirements:**

Your active intellectual engagement in the classroom is critical to your success in this course. Attendance is therefore mandatory. You may miss two lectures without excuse over the course of the semester, although perfect attendance will exert a positive influence on your overall grade. You may not make up any pop quizzes that you miss as a result of an unexcused absence. As detailed below, I will determine your grade on the basis of (engaged) attendance, two midterm exams, four short pop quizzes, and a final essay. Each pop quiz will test your comprehension of that day's readings, while midterms will draw from both the readings and the lectures. In week 9 you will be given a final essay prompt from which you can select one question pertaining to Units 3 or 4.

## **Grade Breakdown:**

Attendance	20%
Two Midterms	30%
Four Pop Quizzes	20%
Final Essay	30%

## **Course Readings and Laptop Policy:**

All course readings can be found on Canvas. Because laptop use is strictly prohibited during lecture, you should print out each reading before class for purposes of taking notes. If you would like to purchase a course packet containing each reading in the order we read them, please let me know.

## **Course Plan**

### **Unit 1: Theoretical Paradigms**

#### **Week 1**

Tuesday: Welcome to Introduction to International Relations!

Thursday: Realism

- Thucydides, "The Melian Dialogue," from History of the Peloponnesian War.
- John Mearsheimer, "Anarchy and the Struggle for Power," Chapter 2 from The Tragedy of Great Power Politics (2001).

#### **Week 2**

Tuesday: Liberalism

- Immanuel Kant, "Perpetual Peace."

- Judith Kelley, "Who Keeps International Commitments and Why? The International Criminal Court and Bilateral Nonsurrender Agreements," *American Political Science Review* (2007).

#### Thursday: Constructivism

- Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* (1992).

### **Week 3**

#### Tuesday: Connecting Domestic and International Politics

- Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International organization* (1988).

#### Thursday: Feminist Theory and IR

- J. Ann Tickner, *Gendering World Politics*, pp. 1-8 (2001).
- J. Ann Tickner, "What is Your Research Program? Some Feminist Answers to International Relations Methodological Questions," *International Studies* (2005).

### **Week 4**

#### Tuesday: Midterm #1

## **Unit 2: Subfields of IR**

#### Thursday: History of the Discipline

- Christian Reus-Smit and Duncan Snidal, "Between Utopia and Reality: The Practical Discourses of International Relations," *The Oxford Handbook of International Relations* (2008).
- Robert W. Cox, "The Point is Not Just to Explain the World but to Change It," *The Oxford Handbook of International Relations* (2008).

### **Week 5**

#### Tuesday: International Security

- Jack S. Levy, "Interstate War and Peace," from *Handbook of International Relations* (2012).

#### Thursday: International Security

- R. Charli Carpenter, "'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95," *International Organization* (2003).

### **Week 6**

#### Tuesday: International Political Economy

- John Ravenhill, "International Political Economy," in Oxford Handbook of International Relations (2008).

#### Thursday: International Political Economy

- Stephen C. Nelson and Peter J. Katzenstein, "Uncertainty, Risk, and the Financial Crisis of 2008," International Organization (2014).

### **Week 7**

#### Tuesday: International Law

- Karen Alter, "The Evolution of International Law and Courts," in Oxford Handbook of Historical Institutionalism (2016).

#### Thursday: International Law

- Ian Hurd, excerpts from How to Do Things with International Law" (2017).

### **Week 8**

#### Tuesday: Review Lecture on Units 1 and 2

- Handout on IR subfields.

#### Thursday: Midterm #2

## **Unit 3: Global Politics**

### **Week 9**

#### Tuesday: Causes of War

- "Causes of War," from Encyclopedia Britannica, <https://www.britannica.com/topic/war/The-causes-of-war>.
- James Fearon, "Rationalist Explanations for War," International Organization (1995).

#### Thursday: Causes of War

- Robert Jervis, "Cooperation Under the Security Dilemma," World Politics (1978).

### **Week 10**

#### Tuesday: Causes of Peace

- Bruce Russett, Chapters 1 and 2 from Grasping the Democratic Peace (1993).
- Handout on Capitalist Peace Theory and Mutually Assured Destruction.

#### Thursday: The Politics of Legitimacy

- Ian Hurd, "Legitimacy and Authority in International Politics," International Organization (1999).

### **Week 11**

#### Tuesday: The Politics of Sovereignty

- Siba Grovogui, "Regimes of Sovereignty: Rethinking International Morality and the African Condition," *European Journal of International Relations* (2002).

#### Thursday: Human Rights

- Universal Declaration of Human Rights
- Ruti Teitel, "Introduction," Chapter 1 of *Humanity's Law* (2011).

### **Week 12**

#### Tuesday: The Rise of Nationalism

- Ernest Gellner, excerpt from *Nations and Nationalism* (1983).
- Benedict Anderson, excerpt from *Imagined Communities* (1983).
- Jack Snyder, "The Broken Bargain: How Nationalism Came Back," *Foreign Affairs* (2019).

#### Thursday: Climate Change

- Arild Underdal, "Climate Change and International Relations (After Kyoto)," *Annual Review of Political Science* (2017).

### **Unit 4: U.S. Foreign Policy**

### **Week 13**

#### Tuesday: The Washington Consensus

- Handout on Washington Consensus
- Dani Rodrik, "Goodbye Washington Consensus, Hello Washington Confusion?" *Journal of Economic Literature* (2006).

#### Thursday: The "War on Terrorism"

- Chaim Kaufmann, "Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War," *International Security* (2004).
- Michael Hastings, "The Rise of the Killer Drones: How America Goes to War in Secret," *Rolling Stone* (2012).

### **Week 14**

#### Tuesday: U.S. Foreign Policy of the Future

- Anne-Marie Slaughter, "America's Edge: Power in the Networked Century," *Foreign Affairs* (2009).
- Peter Beinart, "America Needs an Entirely New Foreign Policy for the Trump Age," *The Atlantic* (2018).

#### Tuesday: U.S. Foreign Policy of the Future



- Condoleezza Rice, "Rethinking the National Interest: American Realism for a New World," Foreign Affairs (2008).
- Barry R. Posen, "Restraint: A New Foundation for U.S. Grand Strategy," Foreign Affairs (2015).

## **Week 15**

### Tuesday: The Rise of China

- Henry Kissinger, "The Future of U.S.-Chinese Relations: Conflict Is a Choice, Not a Necessity," Foreign Affairs (2012).

### Thursday: Becoming a Global Citizen

- Hannah Arendt, "We Refugees" (1943).
- Martin Luther King Jr., "Beyond Vietnam" (1967).

## Teaching Evaluations

### **Peer Observation Report:**

Class: The Modern Workplace, Chicago Field Studies 393-1

Date of observation: 23 April 2018

Observer: Giuseppe Cumella [Visiting Assistant Professor, DePaul University]

#### What are the strengths of the instructor's design? What are the strengths of the instructor's performance?

Perhaps the greatest strength of Andrew's class design is its ability to encourage active student participation. More than half of the seventeen students made at least one informed comment or criticism during my observation period, and many of them made more than one. Dividing the students into five groups, the class design required students to craft responses to eight discussion questions. This allowed the students to engage with one another's ideas and ensured the participation of all the group members. Andrew traveled to each group individually, spurring further reflection on the assignment. After the groups had been given sufficient time to address the questions, the class reconvened to consider some of the questions collectively. In addition, the class design incorporated short video clips that served as a primer for the larger class discussion. Finally, the use of a pre-assigned class memo, followed by a critical response, facilitated a more detailed conversation about themes from the readings. These three design features successfully engaged and motivated the class to critically reflect on the week's themes. Students felt comfortable sharing experiences from their internships, and were able to connect those experiences with ideas from the reading assignment. From the standpoint of the instructor's performance, Andrew is an affable discussion leader who made the students feel at ease and comfortable expressing their opinions. In particular, he skillfully clarified student responses, prompted further reflection on points of detail, connected ideas to material discussed in previous weeks, and provided helpful examples.

#### What changes could be made to the instructor's design that might improve teaching? Are there other facilitation strategies that the instructor might use that would be more effective?

Any course design involves tradeoffs. Eight discussion questions is perhaps too many; it ensures that students do not run out of things to say but also runs the risk of lowering the quality of each response. Traveling to each of the small group individually is a good way to keep the students on task, and it seemed to help stimulate discussion. However, this design has the potential to rob the class at large of crucial insights and clarifications. Something said to one group may be to the benefit of another group struggling with a similar point. This worry could be mitigated by Andrew calling attention to specific key items once the full class has reconvened. Andrew was excellent at getting students to express their opinions. This highlights his ability to create an inclusive class atmosphere and select thought provoking readings. However, the class could incorporate more critical discussion of these student reflections. For example, some of the criticisms advanced by the students did not properly impugn the author's thesis. Andrew could engage with the student advancing an objection of this kind to help them clarify their ideas and possibly reformulate their criticisms. In a similar vein, terms frequently used by students

included 'economic reasons', 'effort', 'leisure', and 'freedom.' Each of these terms is open to interpretation, and students could be promoted to clarify their intended meaning and to precisify their theses. Finally, while the class memo is an excellent tool for focusing student engagement, more attention could have been given to each of the respective responses. From the memo writers brief presentation, I was not clear what his central claim was or why he found some of the authors' points unconvincing. The student also seemed to concede some points to the student who drafted the critical reply, but these points could have been elucidated for the whole class. It seems to me that the point of the memo is to focus attention on one student's argument. So it may prove helpful to structure discussion around this argument and highlight potential criticisms.

### **Courses Taught:**

#### Chicago Field Studies – The Modern Workplace

- Contracted to teach three courses 2020-2021.
- Spring 2017 through Summer 2020 (seven quarters)
- Winter 2017 (Course Designer)

#### U.S. Foreign Policy

- Fall 2016

#### International Political Economy

- Spring 2016

#### Introduction to Law in the Political Arena

- Winter 2016

#### National Security

- Fall 2015

#### Instructor – Chicago Field Studies

Ratings (1-6)	Instructor Rating	Class Rating	Respondents
Summer 2020 (first time remote learning)	5.5	4.9 (complaints about 6 pm start time)	15
Winter 2020	5.6	5.3	16
Fall 2019	5.6	5.3	16
Spring 2018	5.7	5.7	18
Winter 2018	6	6	12
Fall 2017	5.4	5.1	10
Spring 2017	5.5	5.3	16

### Teaching Assistant – Department of Political Science

Ratings (1-6)	Answered students' questions adequately	Well-prepared for each section	Communicated ideas in a clear manner	Showed strong interest in teaching the course	Respondents
U.S. Foreign Policy	5.64	5.57	5.61	5.57	23
International Political Economy	5.18	5.36	5.27	5.23	22
Introduction to Law	5.15	5.31	5.31	4.92	13
National Security	5.32	5.26	5.42	5.42	19

### Student Feedback:

#### Classroom Inclusivity

- He was extremely interested in our actual learning. He facilitated discussion very well and was able to create an open atmosphere where everyone felt comfortable speaking.
- My instructor is great. He knows a lot about this field and tries to teach in a way that encourages students to learn. And he's good at creating a supportive class atmosphere
- Andrew Day did an incredible job leading our class and fostering a sense of community among us students.
- Andrew was fantastic. Too often TAs seem like they're bound to some strange, rigid way of operating in section. Andrew was really good at making everyone comfortable and interested in the material being discussed while maintaining command of the room and answering questions with a fair amount of expertise.
- The TA always made the discussion very open and comfortable to talk in. I enjoyed that despite it being an open discussion, there was always structure and some form of agenda.
- Andrew was really open and easy to talk to about questions and our class discussions were interesting and well facilitated...
- Andrew is a superb instructor. I loved the readings he assigned us and how all of us got engaged during his class.

#### Instructor Personality

- Andrew was amazing. Super fun and entertaining teacher and always brought an interesting discussion to class. Also had a good atmosphere around him which encouraged everyone to participate.
- He was personable and funny, while at the same time facilitating very thoughtful and interesting discussions within the class, which made me really enjoy the discussions.
- I liked how passionate and knowledgeable Andrew was about our readings.
- Andrew is the best TA I've had at Northwestern. No weaknesses. He made it fun to come to section and helped facilitate learning in a very productive way.

- Andrew was incredibly personable and engaging. He emphasized all of the important parts with us, and gave us a space to argue for our own beliefs.
- Andrew is one of the best TA's I've had. He has been incredibly helpful and he keeps discussions interesting and relevant. He provided great insights during office hours too.

#### Students' Intellectual Stimulation

- The course discusses interesting material that other classes don't tend to touch upon especially the history of the workplace experience. The readings are complex and told from a perspective that is often overlooked.
- I LOVE Andrew. This class was truly the best class I've taken at NU. It challenged me intellectually and the topics were so relevant to modern day. Andrew kept the class interesting at all times and was very friendly and easy to approach.
- I really enjoyed the readings. They challenged me intellectually and forced me to have an opinion. I learned a lot about the workplace and I was able to bring it back to my job.
- Andrew was definitely the best TA I've had at Northwestern. I have not had more interesting and engaging conversations in any other discussion section at Northwestern.
- Andrew was very intelligent and organized. He facilitated conversation well and was a really good TA.
- Andrew was the best! He was so helpful and nice and stimulated great discussion during section.

#### Students' Well-Being and Needs

- The CFS course was an unbelievable intersection of real-world applicable material and philosophical discourse that genuinely challenged my perspective on values and desires in the workplace. I could not have been happier with how the course was laid out and taught.
- Helped me develop a new perspective on the nature of work and business, gave advice on things that were noticed at my internship.
- Mr. Day provided real world examples and life experiences that helped us to understand important concepts. Related a great deal information passed down from Professor Skogan with a demeanor that allowed for maximum absorption.
- Andrew was very helpful in office hours and really wanted each one of us in his section to do well in the course. He led interesting discussion sections and helped synthesize what we learned in lectures.
- Andrew was a fantastic TA, and is definitely one I want to see again in a poli sci course. Great at identifying points of weakness for students and adjusting discussion accordingly