

Teaching Portfolio

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1. Teaching Philosophy, Strategies, and Goals

My interest in teaching is shaped by a belief that a political science education has the potential to help form not only good political scientists, but also good citizens. In an age in which the formulaic presentation of talking points often passes for good political discourse, political science can help students go beyond these arguments, ideally creating a lifelong propensity toward higher quality argumentation and research. My task is to facilitate this development by encouraging active engagement with both the course material and other students. I do so by employing educational best-practices informed by pedagogical research and adapted to student feedback. My course development thus centres around the concept of constructive alignment – that is, a close connection between the intended learning outcomes for a course, the active student learning activities I employ, and the assessment tasks I assign.

From this perspective, I view learning as a student-centred process that entails not only engagement with new material, but also a shift toward thinking in new ways and applying new analytical frameworks to political issues and events. In a successful learning situation, students come to see how a topic can be understood differently from their initial response (whether or not that affects the conclusions that they draw). The goal is to have students apply contrasting theoretical frameworks to an issue or event – to understand why and how different conclusions could be reached from different perspectives. Implicit in this objective is the need to help students grasp the major theoretical frameworks, as well as the ways in which the findings of political science research can and cannot inform our arguments.

I aim to achieve these goals through constructive alignment. My course development process thus begins with me carefully defining intended learning objectives. Doing so helps me to ensure not only consistency across the course and my assessment methods, but also that students are aware of the skills they are meant to develop. I then align these objectives with related, non-assessed teaching/learning activities (e.g. writing an introductory paragraph for a practice essay question), with a particular focus on peer feedback. Through having students help one another, I help them to more critically assess their own work and to develop skills that align with both the learning objectives of the course and the associated assessment tasks they will perform.

While the intended learning objectives of my courses clearly vary, the key skill I ultimately try to help students develop is that of critical analytical thinking – that is, a more rigorous method of analysis and argumentation. In a successful lesson, active engagement with a topic leads students to find their intuitive stances on an issue challenged. My role as a teacher thus involves prompting and facilitating learning and the development of critical thinking skills, while also helping students to convey their knowledge and abilities both orally and in writing.

My approach to lesson planning reflects this perspective. I begin each class by briefly referencing a contemporary political issue, with two goals in mind: first, to connect the course material to current events and controversies; and second, to provide examples of

common, often contrasting ways of thinking about an issue, so that they can be deconstructed later in the class. I also reinforce that while there may not necessarily be a correct or straightforward conclusion to reach, we must be careful to take an analytically sophisticated approach in our discussions and reasoning.

Before proceeding to those sorts of considerations, however, I first attempt to ensure that students have understood the assigned material. After providing a roadmap of the questions to be addressed over the course of the lesson, I therefore revisit key concepts through a combination of lecturing and having students, in pairs or small groups, engage with questions of understanding. I do so for two reasons: to ascertain how well students have grasped the argument; and to have students help each other understand the course material. This latter point is central in light of research suggesting the importance of active engagement for learning. It is also useful given that the knowledge gap between instructors and students can make it hard to predict the difficulties students will have.

Once students have a reasonable grasp of the material, I move on to more advanced learning objectives. This involves: applying the argument to an event or context; analysing the argument through the framework of another theory; and using the Socratic method to push discussions forward. I also employ a variety of group and class activities to ensure comprehension (e.g. small-group simulations, flipped classroom activities where students do the teaching, etc.) and develop critical thinking skills (e.g. “think-pair-share” activities, normative discussions about the assumptions implicit in the readings, etc.). Lastly, at various points in the semester I incorporate review sessions and writing workshops with peer feedback. This helps me to ensure that students are familiar with what is expected of them and are able to effectively communicate their ideas and arguments in writing.

Outside of the classroom, I make myself as accessible and approachable as possible, as one-on-one interactions with students provide an ideal occasion to encourage greater engagement with the subject matter. These interactions are particularly valuable with larger classes because they allow for a more tailored approach than is otherwise possible: with students who appear to grasp central arguments well, I can highlight complexities not addressed in the lessons; while with students who are having difficulties with the course material, I can provide individualised assistance in the form of additional background information, explanations, or general aid.

Overall, my work with students reflects my beliefs about the possibilities inherent in teaching political science. In particular, I believe the discipline has the potential to make us better citizens by increasing political literacy and critical reasoning skills. The most challenging aspect of this is to strike the right balance between those two goals given variation among students: to create learning environments in which I simultaneously engage students who are excelling in the course while also making sure that those who are having difficulties are not left behind. I look forward to a career in which I continually refine that balance, building from student feedback while experimenting with new pedagogical techniques and exploring new ways of engaging students.

2. Teaching Experience

Since beginning at Aarhus University, I have taught a BA core course, an MA core course, and two small-group MA seminars. In addition, I taught a BA course at McGill University on two occasions. Each of these courses put into practice the teaching philosophy laid out above, and here I briefly lay out an overview of the courses before providing more information on two of them (marked here with asterisks) in Section 4.

- **Co-Instructor, “Social Science Methods for Journalists”**
 - **Overview:** Master’s Core Course, Aarhus, Fall 2016
 - **Duties:** Course design, lectures, exam design, grading, and weekly seminars
 - **Enrolment:** 80
 - **Course Description:** An introduction to quantitative and qualitative social science methods
- **Co-Instructor, “Political Institutions”***
 - **Overview:** Bachelor’s Core Course, Aarhus, Spring 2016
 - **Duties:** Course design, lectures, exam design, and weekly seminars
 - **Enrolment:** 311
 - **Course Description:** A survey course on institutionalism and various domestic and supranational institutions (with a particular focus on the EU)
- **Instructor, “Democracy and Representation”**
 - **Overview:** Master’s Seminar, Aarhus, Fall 2015
 - **Duties:** Course design, instruction, exam design, and grading
 - **Enrolment:** 11
 - **Course Description:** An exploration of the link between public opinion and policy making.
- **Instructor, “Pragmatism and Politics”***
 - **Overview:** Master’s Seminar, Aarhus, Spring 2015
 - **Duties:** Course design, instruction, exam design, and grading
 - **Enrolment:** 4
 - **Course Description:** An exploration of the challenges underlying the balance between technocracy and democracy
- **Instructor, “Politics: Contemporary Europe”**
 - **Overview:** Bachelor’s Course, McGill University, Fall 2013
 - **Duties:** Course design, lectures, exam design, and grading
 - **Enrolment:** 75
 - **Course Description:** A survey of welfare state, capitalist, and citizenship regime typologies, as well as the policy changes across them
- **Instructor, “Politics: Contemporary Europe”**
 - **Overview:** Bachelor’s Course, McGill University, Summer 2013
 - **Duties:** Course design, lectures, exam design, and grading
 - **Enrolment:** 34
 - **Course Description:** A survey of welfare state, capitalist, and citizenship regime typologies, as well as the policy changes across them

In addition to these courses, as of February I will once again be teaching “Political Institutions” (with the same duties listed above).

3. Professional Development

I have participated in the following formal pedagogical courses from Aarhus University’s Centre for Teaching and Learning:

- Teacher Training Programme for Assistant Professors, 2016-2017 (ongoing)
 - This programme consists of a three-day residential course (already completed) as well as three subsequent full-day workshops
 - Topics include Teaching Methods and Organisation, Integrated Course Design, Lecturing Skills, and Educational IT
- Challenges of the Multicultural Classroom in a Danish Context, 2016
 - This course consisted of a four-hour workshop on the Danish pedagogical approach to seminar-based teaching

In addition, I have attended numerous shorter workshops within my department’s Comparative Politics section, as they hold pedagogical sessions every semester with advisors from the Centre for Teaching and Learning. These workshops have covered issues such as blended learning, effective lecturing, and the use of active learning in large-class settings. Finally, I also received additional pedagogical training prior to my doctorate, as I previously worked as a high school teacher and taught preparatory courses for standardised tests (i.e. the SAT, GRE, and GMAT).

Furthermore, I am also consistently working to improve my mastery of the subject matter that I convey to students. I do so not only through work on my own research, but also through formal training to enhance my ability to help students better understand and carry out research. This training has included courses and workshops at the Essex Summer School in Social Science Data Analysis, the Institute for Qualitative and Multi-Method Research (at Syracuse University’s Maxwell School), and the Inter-University Centre for the Study of Democratic Citizenship.

4. Sample Teaching Materials

This section presents two examples of course syllabi and teaching materials that I have used.

4.1 Sample Survey Course Syllabus

Political Institutions: Western countries, The European Union and International institutions

This course deals with political systems and their interactions. Its focus is on providing students with an understanding of how political systems work, as well as the causes and consequences of institutional differences for the representativeness and efficiency of political decision-making processes.

The course contains three core elements: 1) national political systems, with a focus on the institutional differences between them; 2) international cooperation and the interaction between political systems; and 3) the political system of the EU.

The first bloc of the course provides insights into the political systems of selected countries and the significance of key institutional differences across political systems. This includes differences between presidential and parliamentary systems, federal states and unitary states, and the modes of operation in parliaments and governments.

The second bloc of the course concentrates on the interaction between political systems, transnational politics and related theories. In particular, we focus on theories aimed at explaining the formation and operation of international organisations, as well as different types of transnational governance.

The third bloc of the course focuses on the EU's political system and the various theories that have been developed in relation to it. This includes theories about European integration, representation and elections in the EU, and the EU's institutional structure, mode of operation and foreign policy.

The goal of the course is to provide students with general knowledge of how political institutions at various levels of governance function, develop, and impact democratic representation and decision-making.

Specifically, the course aims to give students the following competences:

- The student must be able to describe the political system of selected western countries, the EU, and international organisations.
- The student must be able to describe selected theories of how political actors interact within and through political institutions.
- The student must be able to compare key empirical differences between political systems and identify the differences and similarities.

- The student must be able to compare selected theories about the relationship between political actors and institutions and discuss the strengths and weaknesses of these theories.
- The student must be able to apply the general methods of political science to independently and systematically analyse issues regarding institutions, political systems, and their interactions.
- The student must be able to apply the theories of the course to analyse empirical material and issues regarding institutions and their interaction. The goal here is to independently and systematically assess the relevance and scope of these theories.

These overall learning objectives can be divided into three major headings (as illustrated below): theoretical knowledge, empirical knowledge, and an ability to apply theories to empirical material.

Overall learning objectives for the course

Theory	Empirical knowledge	Application
Describe selected theories of how political actors interact within and through political institutions.	Describe the political system of selected western countries, the EU, and selected international organisations.	Apply the general methods of political science to independently and systematically analyse issues regarding institutions, political systems and their interaction.
Compare selected theories about the relationship between political actors and institutions and discuss the strengths and weaknesses of these theories.		Apply the theories of the course to analyse empirical material and issues regarding institutions and their interactions.

The course consists of four hours of teaching per week over 15 weeks: two hours of lectures and two hours of class discussions. To ensure that the teaching activities support the learning objectives, lectures will focus on concepts, typologies, and theories for defining, classifying, and understanding the function and structure of

political institutions; classes, in turn, will focus on applying these concepts, typologies, and theories to empirical material. Finally, preparatory exercises for the classes will focus on 1) gathering and demonstrating empirical knowledge of selected political institutions (e.g. through class presentations) and 2) training writing skills through small weekly written assignments.

Lectures and classes will be taught in English, just as all written assignments must be in English. The final exam can be written in Danish or English.

Organization of the course: Lectures and classes

Week	Lecturer	Theme
Week 1, L1	HHP	Introduction: Institutionalism <ul style="list-style-type: none"> Hall & Taylor (1996) New institutionalism
Week 1, C1		Institutionalism beyond comparative politics and international relations <ul style="list-style-type: none"> Jupille & Caporaso (1999) Institutionalism and the European Union
Bloc 1: Political institutions in Western countries		
Week 2, L2	AK	Electoral systems <ul style="list-style-type: none"> Repetition: Gallagher, M. (2013) 'Electoral systems' Benoit, K (2007) 'Electoral laws as political consequences'
Week 2, C2		Electoral systems and women's representation <ul style="list-style-type: none"> McAlister, I. and Studlar, D. (2002) 'Electoral systems and women's representation: a long-term perspective'
Week 3, L3	HHP	Legislatures <ul style="list-style-type: none"> Kreppel, A. (2014) 'Typologies and Classifications' Sieberer, U. (2011) The Institutional Power of Western European Parliaments
Week 3, C3		Classifying legislatures <ul style="list-style-type: none"> Dalton, R. J. (2012) Politics in Germany Schain, M. A. (2012) Politics in France
Week 4, L4	HHP	Executives <ul style="list-style-type: none"> Cheibub et al. (2004) Government Coalition and legislative Success Under Presidentialism and Parliamentarism
Week 4, C4		Executive efficiency and responsiveness <ul style="list-style-type: none"> Coleman (1999) Unified Government, Divided Government, and Party Responsiveness
Week 5, L5	AK	Federalism <ul style="list-style-type: none"> Loughlin, J. (2011) 'Federal and local government institutions' Beramendi, P. (2007) 'Federalism'
Week 5, C5		Representation in federal systems <ul style="list-style-type: none"> Wlezien, C., and Soroka, S.N. (2011) 'Federalism and Public Responsiveness to Policy.'

Bloc 2: International cooperation		
Week 6, L6	RBP	<p>Security cooperation</p> <ul style="list-style-type: none"> Stein, Arthur A. (1982) Coordination and Collaboration: Regimes in an Anarchic World <i>International organization</i>, vol. 36, no. 2 spring 1982, pp. 299-324
Week 6, C7		<p>NATO</p> <ul style="list-style-type: none"> Schimmelfennig, Frank (2016) "NATO and institutional theories of international relations", in Mark Webber and Adrian Hyde-Price (eds.) <i>Theorising NATO New perspectives on the Atlantic alliance</i>. London:Routledge. pp. 93-115.
Week 7, L7	RBP	<p>International governance</p> <ul style="list-style-type: none"> Koremenos, Lipson og Snidal. 2001. The Rational Design of International Institutions. <i>International Organization</i> 55(4): 761-799. Barnett and Finnemore. 2004. Rules for the World. Ithica: Cornell University Press. pp. 16 – 44.
Week 7, C7		<p>Institutional autonomy</p> <ul style="list-style-type: none"> Barnett and Finnemore. 2004. Rules for the World. Ithica: Cornell University Press. pp. 45 - 72.
Week8,L8	RBP	<p>European integration</p> <ul style="list-style-type: none"> Moravcsik, Andrew and Frank Schimmelfennig (2009). 'Liberal Intergovernmentalism.', in Antje Wiener and Thomas Diez (eds) <i>European Integration Theory</i>. 2nd edition. Oxford: Oxford University Press, pp. 67-87. Niemann, Arne and Philipp C. Schmitter (2009). 'Neo-functionalism.', in Antje Wiener and Thomas Diez (eds) <i>European Integration Theory</i>. 2nd edition. Oxford: Oxford University Press, pp. 45-65.
Week 8, C8		<p>The Euro crisis</p> <ul style="list-style-type: none"> Schimmelfennig, F. (2015) 'Liberal intergovernmentalism and the euro area crisis', <i>Journal of European Public Policy</i>, Vol. 22, No. 2, pp. 177-192. Niemann, A., & Ioannou, D. (2015) 'European economic integration in times of crisis: a case of neofunctionalism?' <i>Journal of European Public Policy</i>, Vol. 22, No. 2, pp. 196-215.
Bloc 3: EU		
Week 9, L9	AK	<p>The political system of the EU</p> <ul style="list-style-type: none"> Hix, S., & Høyland, B. (2011). The political system of the European Union. Palgrave Macmillan, pp. 1-18. Hargreaves, S., & Homewood, M.J. (2013) EU Law Concentrate: Law Revision and Study Guide. Oxford University Press, pp. 1-20.
Week 9, C9		No readings – trial exam

Week 10, L10	AK	Executive politics in the EU <ul style="list-style-type: none"> Hix, S., & Høyland, B. (2011). The political system of the European Union. Palgrave Macmillan, pp. 23-48.
Week 10, C10		No readings – trial exam feedback
Week 11, L11	DF	Legislative politics in the EU <ul style="list-style-type: none"> Hix, S., & Høyland, B. (2011). The political system of the European Union. Palgrave Macmillan, pp. 49-75.
Week 11, C11		Trilogues <ul style="list-style-type: none"> Rasmussen, A., & Reh, C. (2013). The Consequences of Concluding Co decision early: trilogue and intra-institutional bargaining. Häge, F.M. and M. Kaeding (2007). ‘Reconsidering the European Parliament’s Legislative Influence: Formal vs. Informal Procedures’
Week 12, L12	DF	Elections and democracy in the EU <ul style="list-style-type: none"> Hix, S., & Høyland, B. (2011). The political system of the European Union. Palgrave Macmillan, pp. 105-157.
Week 12, C12		A democratic deficit? <ul style="list-style-type: none"> Føllesdal, Andreas & Simon Hix (2006). "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik"
Week 13, L13	DF	Judicial politics in the EU <ul style="list-style-type: none"> Hix, S., & Høyland, B. (2011). <i>The political system of the European Union</i>. Palgrave Macmillan, pp. 75-105.
Week 13, C13		A constrained court? <ul style="list-style-type: none"> Carruba, C.J. et al. 2008. Judicial Behavior under Political Constraints: Evidence from the European Court of Justice. Dyevre, A. (2010). Unifying the Field of Comparative Judicial Politics.
Week 14, L14	DF	The EU as a global actor <ul style="list-style-type: none"> Hix, S., & Høyland, B. (2011). The political system of the European Union. Palgrave Macmillan, pp. 302-331.
Week 14, C14		The EU and trade negotiations <ul style="list-style-type: none"> Dür, A., & Zimmermann, H. (2007). Introduction: The EU in international trade negotiations. Da Conceicao, E. (2010). Who controls whom? Dynamics of power delegation and agency losses in EU trade politics.
Outro		
Week 15, L15	RBP, DF, HHP, AK	Beyond Institutionalism? Wrap up and critical reflections and exam
Week 15, C15		Review session

4.2 Sample Advanced Course Syllabus

Pragmatism and Politics

Department of Political Science, Aarhus University

Time: Thursdays 11.00-14.00

Location: Building 1330, Rm. 018

Lecturer: Anthony Kevins
Office: Building 1331, Rm. 111
Email: akevins@ps.au.dk
Telephone: 87165649

Course Objectives

The course module offers a more extensive and more thorough analysis of a topic from within political science. To this end, the course module provides an overview and a critical discussion of the literature and the issues relevant for the topic of the seminar.

This seminar trains students to:

- trace the shifting content of the “pragmatic consensus” in a variety of policy areas over time, and evaluate the reasons for those shifts.
- determine whether a given policy change reflects an underlying pragmatic or political position.
- understand and critically assess the distinction between pragmatism and politics, as well as the tensions between technocracy and democracy.
- assess the potential role and contributions of political science in a democratic society.

Course Content

What role has pragmatism played in western democracies? How and why has the content of “the pragmatic consensus” differed across countries and over time? Is pragmatism apolitical, and if so, is it preferable to politics? In this course, we will explore these questions through reference to various Western European policy trajectories, from the era of the post-war consensus through to today. In particular, we will focus on changes to the welfare state, economic policy, and approaches to immigration – as well as the relationship of the EU (and the Eurozone crisis) to member-state politics. In examining these developments, special attention will be paid to the use of pragmatism as a concept

in politics and the tensions between technocracy and democracy. We will look at discourse and reform across different institutional settings, often with reference to literature on comparative political economy. This course is designed not only to help students better understand the relationship between pragmatism and politics in western democracies, but also to provide an exploration of the potential role of political scientists and their research in these societies.

Comments on form of instruction

The seminar module requires active participation of students. At the beginning of the seminar module the lecturer and the students agree on specific "activity requirements" that the students have to fulfil.

The module consists of 15 tutorials of three hours over a period of 15 weeks

Exam details

Topic of student's choice, oral exam

Grading: External co-examination

Assessment: 7-point grading scale

Notes: The examination lasts approx. 30 minutes divided equally between examination in synopsis (800-1200 words, corresponding to approx. 2-3 pages) and in the general curriculum. There is no preparation.

Re-examination takes place in February and August. The assessment method is home assignment

Exam time: 30 minutes

Literature: A collection of scanned book sections and electronic articles

Reading Load: The readings total just under 1200 pages.

COURSE OUTLINE AND READINGS

Week 1: February 5

The End of Ideology

Lipset, S. M. (1964). "The Changing Class Structure and Contemporary European Politics." Daedalus **93**(1): 271-303.

MacIntyre, A. (1971). "The End of Ideology and the End of the End of Ideology," in Against the Self-Images of the Age: Essays on Ideology and Philosophy, pp. 3-11.

Lipset, S. M. (2001). "The Americanization of the European Left." Journal of Democracy **12**(2): 74-87.

Evans, G. and Tilley, J. (2012). "The Depoliticization of Inequality and Redistribution: Explaining the Decline of Class Voting." The Journal of Politics **74**(4): 963-976.

Week 2: February 12

State 2.0

O'Reilly, T. (2013) "Open Data and Algorithmic Regulation." in Beyond Transparency: Open Data and the Future of Civic Innovation, pp. 289-300. [Available online from the book's website: <http://beyondtransparency.org/chapters/part-5/open-data-and-algorithmic-regulation/>]

Sunstein, C. (2014) Why Nudge?: The Politics of Libertarian Paternalism (Introduction, "Behaviorally Informed Paternalism", pp. 3-22).

Hansen, P.G. and Jespersen, A.M. (2013) "Nudge and the Manipulation of Choice: A Framework for the Responsible Use of the Nudge Approach to Behaviour Change in Public Policy". European Journal of Risk Regulation **3**: 3-28.

Legget, W. (2014). "The Politics of Behaviour Change: Nudge, Neoliberalism and the State." Policy & Politics **42**(1): 3-19.

Week 3: February 19

Democracy 1.0

Walker, J.L. (1966). "A Critique of the Elitist Theory of Democracy" The American Political Science Review **60**(2): 285-295.

Shapiro, I. (2002). "Optimal Deliberation?" The Journal of Political Philosophy **10**(2): 196-211.

Ryfe, D.M. (2005). "Does Deliberative Democracy Work?" Annual Review of Political Science **8**: 49-71.

Dryzek, J.S. (2002). Deliberative Democracy and Beyond: Liberals, Critics, Contestations. Oxford, UK: Oxford University Press. (Chapter 1, “Liberal Democracy and the Critical Alternative”, pp. 8-30.) [Available as an e-resource from the library.]

Week 4: February 26

Philosophical versus Everyday Pragmatism

Bohman, J. (1999). “Democracy as Inquiry, Inquiry as Democratic: Pragmatism, Social Science, and the Cognitive Division of Labor.” American Journal of Political Science **43**(2): 590-607.

Shields, P. M. (2008). “Rediscovering the Taproot: Is Classical Pragmatism the Route to Renew Public Administration?” Public Administration Review, **68**: 205–221.

Hildebrand, D. L. (2008). “Public Administration as Pragmatic, Democratic, and Objective.” Public Administration Review, **68**: 222–229.

Somin, I. (2004) “Richard Posner’s Democratic Pragmatism and the Problem of Ignorance.” Critical Review: A Journal of Politics and Society **16**(1):1-22.

Unit 2: Pareto-Optimal Obviousness – Three Examples

Week 5: March 5

Making Welfare Work

Jenson, J. and Saint-Martin, D. (2003). “New Routes to Social Cohesion? Citizenship and the Social Investment State.” The Canadian Journal of Sociology / Cahiers canadiens de sociologie **28**(1): 77-99.

Taylor-Gooby, P. (2008). “The New Welfare State Settlement in Europe.” European Societies **10**(1): 3-24.

Van Kersbergen, K. and Hemerijck, A. (2012). “Two Decades of Change in Europe: The Emergence of the Social Investment State.” Journal of Social Policy **41**(3): 475-492.

Nolan, B. (2013). “What Use is ‘Social Investment’?” Journal of European Social Policy **23**(5): 459–468.

Week 6: March 12

Dismantling the Welfare State

Robert E. Goodin (1982). “Freedom and the Welfare State: Theoretical Foundations.” Journal of Social Policy **11**(2): 149-176.

Offe, C. (1987). "Democracy against the Welfare State?: Structural Foundations of Neoconservative Political Opportunities." Political Theory **15**(4): 501-537.

Larsen, C. A. (2008). "The Institutional Logic of Welfare Attitudes: How Welfare Regimes Influence Public Support." Comparative Political Studies **41**(2): 145-168.

Week 7: March 19

Managing Growth

Mulas-Granados, C. (2006). Economics, Politics and Budgets: The Political Economy of Fiscal Consolidations in Europe. Hampshire, UK: Palgrave Macmillan. Pp. 17-24, 30-41.

Hopkin, J. & Blyth, M. (2012). "What can Okun teach Polanyi? Efficiency, regulation and equality in the OECD." Review of International Political Economy, **19**(1): 1-33.

Blyth, M. (1997). "Moving the Political Middle: Redefining the Boundaries of State Action." The Political Quarterly **68**: 231-240.

Schmidt V.A. and Thatcher, M. (2014). "Why are Neoliberal Ideas so Resilient in Europe's Political Economy?" Critical Policy Studies **8**(3): 340-347.

Week 8: March 26

Abandoning Growth

Saad Filho, A. (2007). "Monetary Policy in the Neo-Liberal Transition: A Political Economy Critique of Keynesianism, Monetarism and Inflation Targeting." In Albritton, R., Jessop, B., and Westra, R. (eds.) Political Economy and Global Capitalism: The 21st Century, Present and Future. London, UK: Anthem Press, pp. 89-119. [Available as an e-resource from the library.]

Van der Bergh, J.C.J.M. (2009). "The GDP Paradox." Journal of Economic Psychology **30**(2): 117-135.

Alexander, S. (2012). "Planned Economic Contraction: The Emerging Case for Degrowth." Environmental Politics **21**(3): 349-368.

Piketty, T. (2014). Capital in the Twenty-First Century. (Read pages 86-96). [Available as an e-resource from the library.]

(No class on April 2)

Week 9: April 9

Immigration as a Solution

Ruhs, M. and Anderson, B. (2013) "Responding to Employers: Skills, Shortages and Sensible Immigration Policy." In Jurado, E. and Brochmann, G. (eds.) Europe's Immigration Challenge: Reconciling Work, Welfare and Mobility, pp. 95-104. [Available online through the library.]

Borjas, G.J. (2001) Heaven's Door: Immigration Policy and the American Economy. Princeton, NJ: Princeton University Press. (Chapter 1, "Reframing the Immigration Debate", pp. 3-19.)

Seglow, J. (2005). "The Ethics of Immigration." Political Studies Review, **3**(3): 317–334.

Foster, J. (2012). "Making temporary permanent: The silent transformation of the temporary foreign Worker Program," Just Labour: A Canadian Journal of Work and Society **19**: 22-46.

Week 10: April 16

Immigration as a Problem

Hopkins, D.J. (2010) "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." The American Political Science Review **104**(1): 40-60.

Hainmueller, J. and Hiscox, M.J. (2010). "Attitudes toward Highly Skilled and Low-skilled Immigration: Evidence from a Survey Experiment." American Political Science Review **104**(1): 61-84.

Portes, A. and Rumbaut, R.G. (2014). Immigrant America: A Portrait. Pp. 371-390.

Winter, E. (2015). "Rethinking Multiculturalism after its 'Retreat': Lessons from Canada." American Behavioral Scientist: 1-21. Published online before print January 12, 2015, doi: 10.1177/0002764214566495.

Unit 5: Consequences

Week 11: April 23

A Democratic Deficit?

Follesdal, A. and S. Hix (2006). "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik." Journal of Common Market Studies **44**(3): 533-562.

Macartney, H. (2014). "The Paradox of Integration? European Democracy and the Debt Crisis." Cambridge Review of International Affairs **27**(3): 401-423.

Norris, P. (2011). Democratic Deficit: Critical Citizens Revisited. Cambridge, UK: Cambridge University Press. (Chapter 12, "Conclusions and Implications", pp. 236-246.)

Przeworski, A. (2010). Democracy and the Limits of Self-Government. Cambridge, UK: Cambridge University Press, pp. 99-117.

Week 12: April 30

Populism?

Dechezelles, S. and Neumayer, L. (2010). "Introduction: Is Populism a Side-Effect of European Integration? Radical Parties and the Europeanization of Political Competition." Perspectives on European Politics and Society **11**(3): 229-236.

Mouffe, C. (2005). "The 'End of Politics' and the Challenge of Right-wing Populism." In Panizza, F. (ed.) Populism and the Mirror of Democracy. London, UK: Verso, pp. 50-59, 65-71.

Rydgren, J. (2007). "The Sociology of the Radical Right." Annual Review of Sociology **33**: 241-262.

Kaltwasser, C.R. (2012). "The Ambivalence of Populism: Threat and Corrective for Democracy." Democratization **19**(2): 184-208.

Week 13: May 7

Protest?

Offe, C. (1985). "New Social Movements: Challenging the Boundaries of Institutional Politics." Social Research **52**(4): 817-868.

FitzGibbon, J. (2013). "Citizens against Europe? Civil Society and Eurosceptic Protest in Ireland, the United Kingdom and Denmark." Journal of Common Market Studies **51**(1): 105-121.

della Porta, D. and Andretta, M. (2013). "Protesting for Justice and Democracy: Italian Indignados?" Contemporary Italian Politics **5**(1): 23-37.

Unit 4: Solutions

Week 14: May 14

Political Science?

MacIntyre, A. (1981). After Virtue. (Chapter 8, "The Character of Generalizations in Social Science and their Lack of Predictive Power", pp. 84-102).

Shapiro, I. (2002). "Problems, Methods, and Theories in the Study of Politics, or What's Wrong with Political Science and What to Do about It." Political Theory **30**(4): 596-619.

Shapiro, I. and Wendt, A. (2007). "The Difference that Realism Makes: Social Science and the Politics of Consent" in Shapiro, I. (ed.) Flight from Reality in the Human Sciences, pp. 19-50. [Available as an e-resource from the library]

Week 15: May 21

Politics?

Crick, B. R. (1972). In Defence of Politics. Chicago, IL: University of Chicago Press. (Chapter 5, "A Defence of Politics against Technology", pp. 92-110.)

Dahl, R.A. (1994). "A Democratic Dilemma: System Effectiveness versus Citizen Participation." Political Science Quarterly **109**(1): 23-34.

Knight, J. and Johnson, J. (2007). "The Priority of Democracy: A Pragmatist Approach to Political-Economic Institutions and the Burden of Justification." American Political Science Review **61**(1): 47-61.

Hay, C. (2007). Why We Hate Politics. Cambridge, UK: Polity Press. (Chapter 5, "Why Do We Hate Politics?", pp. 153-162.)

4.3 Sample Weekly Exercise

Political Institutions, Spring 2016

Class 5: Election outcomes and party system polarization

This week's class is about one of the causes of polarization in party systems. The article that you will read develops an argument about how parties that lose elections will behave. In your study groups, you will assess the article's argument and empirics – most importantly by conducting your own research into the 2015 selection of Jeremy Corbyn as leader of the British Labour Party. You will do so by answering the following questions:

1. Why will parties tend to become more extreme after an electoral defeat?
2. What causes losing parties to eventually converge on the position of the winner?
3. Summarize the main results from the case studies and quantitative analysis, respectively. Which do you find more convincing? What are the main strengths and weaknesses of both? (*Study groups should answer question 3 in writing, uploading your one page response on the class blackboard site by Wednesday 23:59.*)
4. In the 2015 UK election, the Labour Party lost a second consecutive election. Following the loss, Jeremy Corbyn was elected new leader of the Party. Based on your own research*, discuss to what extent the case fits with the theory and conclusions from Bækgaard and Jensen (2012). Think about the following questions in doing so:
 - a. How is the Labour Party leader elected? What was Corbyn's support like from the party membership versus his support from the "Parliamentary Labour Party"?
 - b. How does the distinction between the party membership and the "Parliamentary Labour Party" fit with the article's theory about the mechanism leading parties to become more extreme? According to Bækgaard and Jensen (2012), who are the actors driving the effect?*(Study groups provide the answer for question 4 on 3 slides by Wednesday at 23:59.)*

* Some potential sources include:

- [https://en.wikipedia.org/wiki/Labour_Party_\(UK\)_leadership_election,_2015](https://en.wikipedia.org/wiki/Labour_Party_(UK)_leadership_election,_2015) ("Procedure", "Candidates", and "Result" sections)
- <http://www.economist.com/news/britain/21661653-jeremy-corbyn-will-probably-win-but-then-run-into-trouble-seeing-red>
- <http://www.theguardian.com/politics/2015/sep/12/jeremy-corbyn-wins-labour-party-leadership-election>
- <http://blogs.lse.ac.uk/politicsandpolicy/2015-the-year-british-politics-lost-its-opposition/>

Readings:

Martin Bækgaard and Carsten Jensen (2012), "The dynamics of competitor party behavior", *Political Studies* 60 (1), pages 131-146 (16 pages).

4.4 Sample Writing Workshop Activity

Instructions:

- 1) Read through the examples on your own and mark down a grade for each
 - Contains three excerpts from a hypothetical introductory paragraph
 - Potential grades: A, B, C, and D
- 2) Turn to your partner and discuss why you assigned that grade
 - Update the grade if you think you made a mistake
- 3) Then we'll discuss your answers as a class

The Question: Will globalisation ultimately result in the convergence of Esping-Andersen's "worlds of welfare" and thereby erase differences across welfare states?

Excerpts:

Topic Introduction (i.e. first part of intro, before the thesis)

- a) Webster's dictionary defines globalisation as "the act or process of globalizing: the state of being globalized; especially: the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets".
- b) Globalisation will ultimately result in the convergence of Esping-Andersen's "worlds of welfare".
- c) Neo-liberalism and the fiscal austerity that goes with it have led to the substantial restructuring of welfare states across the globe. There remains much debate, however, as to what these changes mean to the future of welfare state institutions.

The Thesis (i.e. your main argument; your answer to the question)

- a) Globalisation is a big issue that affects welfare state, capitalist, and citizenship regime institutions.
- b) While some people argue that globalisation will result in convergence, others deny this.
- c) I argue that globalisation will ultimately result in the convergence of Esping-Andersen's "worlds of welfare".
- d) This essay will analyse and compare the validity of globalisationist and institutionalist theories through an examination of welfare state retrenchment as it has occurred in the United Kingdom and Sweden. While both states have indeed seen retrenchment, it has taken different forms under different institutional arrangements.

Essay Structure Overview (i.e. your plan for the rest of the answer)

- a) I will make my argument by pointing to the impact of EU integration on everything from social policy to citizenship policies.
- b) I will prove this point by referencing the research of Palier and Martin, Ferrera, and Taylor-Gooby.
- c) In making this argument, the paper begins by tracing welfare state development within each case, and then examines the neoliberal restructuring which has occurred in social security and healthcare in recent decades. We then conclude with a brief analysis of the future prospects of welfare states.

5. Evaluations of Teaching

The remainder of the teaching portfolio contains evaluations of my teaching. This section begins with feedback from Ole Lauridsen, who is the Deputy Director of Aarhus University's Centre for Teaching and Learning. I received the attached letter as feedback after he sat in on one of my classes as part of a pedagogical course. The remainder of the section then provides student evaluations from my courses, which are listed here in chronological order.

PS-Project – Supervision Anthony Kevins

Below I write as things happen – ‘stream of consciousness’ – but I will highlight the important things.

17.03.2016

Wow, Anthony, you took the plunge! **Peer feedback** with a **very good introduction** not only as to the elements of the feedback but also of **the rules of the game and why they are important**. You were just GOOD, and not surprisingly, I enjoyed every minute and **I’m full of praise**.

In all respects, **your matrix was very, very good** – you pinpointed the elements that are crucial not only to understanding but also to developing the academic presentation, an important skill. And: **everybody had to listen carefully to the presentation** in order for them to evaluate the presentation. In other words, the learnt in several loops.

Of course, I am no mind reader, but my impression was that **the students liked the challenge**.

There were no sounds of disapproval after you having started the lesson, on the contrary.

The first group was relaxed (after a bit of nervous giggling) and took the presentation seriously.

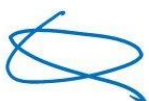
Good that you thanked the group for being Guinea pigs – and being Guinea pigs they did a good job.

Your **wrapping up** – well, it couldn’t be done better. Starting by stating some positive elements and then moving to the problems is *the* way of giving feedback. And writing the remarks on the chalk board meant that this was not only a ritual, but something that was of importance. Also your wrapping up the feedback and stating the importance of and the reason for it was perfect.

The feedback of the students was good. Also they took the task seriously, and their points were good. To my mind, they learnt very much and very well through your technique.

A last thing: I am happy to realize that you know the students by name. This contributed to the very positive atmosphere that characterized the lesson.

So much for today. Have a nice weekend.





End-of-term course evaluations results are used:

- a. to help instructors improve future offerings of courses;
- b. to inform students about courses and instructors; and
- c. as one indicator of teaching effectiveness for promotion and tenure purposes.

Written comments, solicited or unsolicited, are treated as confidential, and are not made available to the McGill Community.

THE COURSE RATINGS REPORTED HERE ARE ONLY ONE INDICATOR OF TEACHING EFFECTIVENESS AND THESE RESULTS SHOULD BE TREATED WITH CAUTION SINCE THEY REPRESENT REPORTS ON ONLY THIS PARTICULAR COURSE

COURSE: POLI357 001 : Politics: Contemporary Europe
TERM CODE: 201305 MERCURY
INSTRUCTOR: Anthony Kevin
COMPLETED EVALUATIONS / TOTAL REGISTERED : 10 / 34 = 29.4%
The departmental means are calculated from the Faculty of Arts - Undergraduate courses questionnaire.

SUMMARY OF EVALUATION RESULTS																	
QUEST- NO.	VALID REPLIES	RESPONSE BREAKDOWN					PERCENT BREAKDOWN					STD MEAN DEV		DEPT COURSE MEAN		FIRST LINE OF QUESTION TEXT	
		1	2	3	4	5	N/A	1	2	3	4	5	N/A	DEPT COURSE MEAN	DEPT COURSE MEAN		
Q001	10			2	6	2			20	60	20		4.0	0.7	4.2	4.1	OVERALL, THIS IS AN EXCELLENT COURSE.
Q002	10			1	5	4			10	50	40		4.3	0.7	4.3	4.3	OVERALL, I LEARNED A GREAT DEAL FROM THIS COURSE.
Q003	10	1		6	3			10		60	30		4.0	1.2	4.4	4.1	A.K. : OVERALL, THIS INSTRUCTOR IS AN EXCELLENT TEACHER.
Q004	10			6	4					60	40		4.4	0.5	4.3	4.1	A.K. : OVERALL, I LEARNED A GREAT DEAL FROM THIS INSTRUCTOR.
Q005	10		1	2	3	4			10	20	30		4.0	1.1	4.1	4.0	A.K. : LECTURE(S) GIVEN BY THIS INSTRUCTOR WERE EFFECTIVE.
Q006	10		1	3	5	1			10	30	50	10	4.3	1.0	4.5	4.2	A.K. : CONSIDERING CLASS SIZE, THE INSTRUCTOR WAS AVAILABLE FOR INDIVIDUAL CONSULTATION.
Q007	10			5	5					50	50		4.5	0.5	4.1	4.0	OVERALL, THIS COURSE WAS INTELLECTUALLY CHALLENGING.
Q008	10		1	1	1	7			10	10	10		4.4	1.1	4.1	4.1	THE COURSE OBJECTIVES WERE CLEARLY EXPLAINED.
Q009	10		1			9			10		90		4.7	0.9	4.6	4.6	STUDENTS WERE INVITED TO SHARE THEIR IDEAS AND KNOWLEDGE.
Q010	10		1	3	5			10	10	30	50		4.2	1.0	3.9	4.0	TESTS, ASSIGNMENTS AND OTHER REQUIRED WORK FOR THE COURSE WERE APPROPRIATE.
Q011	10		1	4	5				10	40	50		4.4	0.7	4.1	4.2	THE EVALUATION METHODS USED IN THIS COURSE WERE APPROPRIATE.
Q012	10			1	5	4			10	50	40		4.3	0.7	4.1	4.1	COURSE MATERIALS (E.G., READINGS, LECTURE NOTES, EXERCISES, AUDIO-VISUAL PRESENTATIONS E
Q014	10							10		100			0.0		5.0		THE TA WAS EFFECTIVE IN FULFILLING HIS/HER ROLE.
Q015	8							8		100			0.0				FOR SOCIAL WORK STUDENTS ONLY: PLEASE SPECIFY IF YOU ARE BSW 90 CREDITS OR BSW 60 CRE

*** DEPT MEAN = Sum of all valid responses for this question in all courses in the department/number of such responses
*** DEPT COURSE MEAN = Sum of the means for this question for all courses in the department/number of courses in the department



End-of-term course evaluations results are used:

- a. to help instructors improve future offerings of courses;
- b. to inform students about courses and instructors; and
- c. as one indicator of teaching effectiveness for promotion and tenure purposes.

Written comments, solicited or unsolicited, are treated as confidential, and are not made available to the McGill Community.

THE COURSE RATINGS REPORTED HERE ARE ONLY ONE INDICATOR OF TEACHING EFFECTIVENESS AND THESE RESULTS SHOULD BE TREATED WITH CAUTION SINCE THEY REPRESENT REPORTS ON ONLY THIS PARTICULAR COURSE

COURSE: POLI357 001 : Politics: Contemporary Europe
TERM CODE: 201309 MERCURY
INSTRUCTOR: Anthony Kevin
COMPLETED EVALUATIONS / TOTAL REGISTERED : 30 / 75 = 40.0%

The departmental means are calculated from the Faculty of Arts questionnaire.

SUMMARY OF EVALUATION RESULTS															

QUEST- NO.	VALID REPLIES	RESPONSE BREAKDOWN					PERCENT BREAKDOWN					STD MEAN DEV		DEPT COURSE MEAN	
		1	2	3	4	5	N/A	1	2	3	4	5	N/A	DEPT	COURSE

FIRST LINE OF QUESTION TEXT															
Q001	30	1	6	6	13	4		3	20	20	43	13		OVERALL, THIS IS AN EXCELLENT COURSE.	
Q002	30	2	1	4	10	13		7	3	13	33	43		OVERALL, I LEARNED A GREAT DEAL FROM THIS COURSE.	
Q003	29	1	1	5	11	11		3	3	17	38	38		A.K. : OVERALL, THIS INSTRUCTOR IS AN EXCELLENT TEACHER.	
Q004	30	2	2	3	13	10		7	7	10	43	33		A.K. : OVERALL, I LEARNED A GREAT DEAL FROM THIS INSTRUCTOR.	
Q005	30	2	1	4	13	10		7	3	13	43	33		A.K. : LECTURE(S) GIVEN BY THIS INSTRUCTOR WERE EFFECTIVE.	
Q006	30	2		2	7	17	2	7		7	23	57	7	A.K. : CONSIDERING CLASS SIZE, THE INSTRUCTOR WAS AVAILABLE FOR INDIVIDUAL CONSULTATION.	
Q007	30				4	14	12			13	47	40		OVERALL, THIS COURSE WAS INTELLECTUALLY CHALLENGING.	
Q008	30				4	9	14			13	30	47		THE COURSE OBJECTIVES WERE CLEARLY EXPLAINED.	
Q009	30	1	2		4	25		3	7	13	30	47		STUDENTS WERE INVITED TO SHARE THEIR IDEAS AND KNOWLEDGE.	
Q010	30				1	4	25			3	13	83		TESTS, ASSIGNMENTS AND OTHER REQUIRED WORK FOR THE COURSE WERE APPROPRIATE.	
Q011	30	2	3	6	12	7		7	10	20	40	23		THE EVALUATION METHODS USED IN THIS COURSE WERE APPROPRIATE.	
Q012	30				2	8	4		7	27	53	13		COURSE MATERIALS (E.G., READINGS, LECTURE NOTES, EXERCISES, AUDIO-VISUAL PRESENTATIONS E	
Q014	30				2	16	12		7	53	40			THE TA WAS EFFECTIVE IN FULFILLING HIS/HER ROLE.	
Q015	14				4	9	7	4		13	30	20	23	FOR SOCIAL WORK STUDENTS ONLY: PLEASE SPECIFY IF YOU ARE BSW 90 CREDITS OR BSW 60 CRE	

*** DEPT MEAN = Sum of all valid responses for this question in all courses in the department/number of such responses															
*** DEPT COURSE MEAN = Sum of the means for this question for all courses in the department/number of courses in the department															

Overall status

	Respondents	Percent
No answers	3	50,0 %
Partially completed	0	0,0 %
Completed	3	50,0 %
Rejected	0	0,0 %
In total	6	100,0 %

For how many semesters have you been enrolled in your Study Programme?

	Respondents	Percent
1 - 2 semesters	1	33.3%
3 - 4 semesters	0	0.0%
5 - 6 semesters	1	33.3%
7 - 8 semesters	0	0.0%
9 - 10 semesters	1	33.3%
More than 10 semesters	0	0.0%
Total	3	100.0%

1. What do you think was good about how the seminar was organised? What could be improved?

- There was a clear structure of how it was organized, and progression during the weeks was really good.
- The structure of the seminar was clear from the start and did not change during the seminar. The discussions were productive and fuelled by numerous and diverse group exercises. The timing of the class could be improved (slow pace first then fast pace in the end)
- All in all, everything was good.

Good mix/balance between discussion/exercises/lecture...

The only thing that could be a bit improved is time gestion, because there were a few times where we ran out of time and could manage the whole foreseen program.

2. Seminar organisation was good

	Respondents	Percent
Absolutely agree	3	100.0%
Agree	0	0.0%
Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

3. The curriculum was appropriate in terms of level and scope

	Respondents	Percent
Absolutely agree	3	100.0%
Agree	0	0.0%

Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

4. The course was conducted well

	Respondents	Percent
Absolutely agree	3	100.0%
Agree	0	0.0%
Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

7. Which parts of the seminar did you find particularly interesting?

- All of it.
- The articulation between the different theories we've studied with some more concrete topics was particularly interesting. The global reflexivity of the course is appreciated
- Exercices and debates because it was very interactive and also helpful to really understand the concepts and memorize them.

8. My attendance has been good

	Respondents	Percent
Absolutely agree	2	66.7%
Agree	1	33.3%
Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

9. In general, I have been well prepared for classes

	Respondents	Percent
Absolutely agree	2	66.7%
Agree	1	33.3%
Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

10. The seminar has increased my interest in the subject

	Respondents	Percent
Absolutely agree	1	33.3%
Agree	2	66.7%
Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

11. How do you assess the workload involved in following the seminar?

- I was able to structure it so that it was fine.
- The workload involved in the seminar was correct and the preparation work well integrated into the class
- Fair and evenly balanced.

12. The workload of the seminar was evenly distributed over the semester

	Respondents	Percent
Absolutely agree	1	33.3%
Agree	2	66.7%
Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

13. Overall, which aspects of the seminar do you feel were succesful (less succesful)?

- it was a problem that we were so few people, which made class discussion less fruitful
- The structure of the class was clear and well articulated. The discussions and group works worked neatly. The timing of some classes could be improved (the first half was always slower than the second half)
- Everything was great, it was the best course I had as an exchange student at AU, and more generally one the bests of my whole Bachelor degree.

14. All in all the seminar was succesful

	Respondents	Percent
Absolutely agree	2	66.7%
Agree	1	33.3%
Neutral	0	0.0%
Disagree	0	0.0%
Absolutely disagree	0	0.0%
Do not know / Do not wish to answer	0	0.0%
Total	3	100.0%

	Responses				Response	
	(A)Enig	(A)Overvejende enig	(H)Hverken- eller	(U)Overvejende uenig	Antal	Gns. score
Holdunderviseren/Instruktoren var god til at forklare stoffet	71.4 %	23.8 %	.	4.7 %	21	4.6
Holdunderviseren/Instruktoren gjorde sig umage for at forstå, hvor vi kunne have vanskeligheder med	71.4 %	23.8 %	.	4.7 %	21	4.6
Holdunderviseren/Instruktoren var god til at give os råd om, hvordan man bedst muligt arbejder med stoffet og løser opgaver	47.6 %	4.7 %	38.0 %	9.5 %	21	3.9

Translation

- 1) The instructor was good at explaining the course content.
- 2) The instructor made an effort to understand where we were having difficulties
- 3)The instructor was good at giving advice on how best to apply the course content and solve problems

Response Range: Agree / Predominantly agree / Neither agree nor disagree / Predominantly disagree

NB: Antal = number of students, and Gns. score = average response. Student comments follow on the next page.

Q12_Uddyb evt. dine svar vedrørende instruktør/holdundervisningen her
For me, the biggest problem with this course has been the very difficult curriculum, and the fact, that because I did not understand the curriculum very well after having read it, I really needed to come to the lectures and have it further explained - instead I came to lectures, where I became more confused than before, and where the lectures' english was far from understandable throughout. ..I would like to applause especially Anthony - but also Daniel - for making such a big effort trying to improve their teaching. I think this course has tremendous potential, but it just didn't work this first time.
There is substantial difference between the different lecturers, så the question on their communication skills, is my estimated average.
Anthony did a great job! On every student class he helped os back on track after the less good lectures (forelæsninger). ..Summarized important points from lectures, pointed out what was important from the current week, and took time for questions. ..Feel very lucky that we had Anthony as our student teacher, and I'm impressed that he could help us so much and even take in extra students on the lectures.
Anthony was great, and has been the main reason i understood the lectures.
Anthony var en rigtig god holdunderviser, på trods af at han ikke sad med til forelæsninger havde han en mavefornemmelse for at nogle af Finkes forelæsninger ikke var gået så godt, hvorfor han gennemgik det mest væsentlige på holdtime.Dog synes jeg at der i høj grad manglede mere subjektiv feedback på vores skrivelser. Det kom meget til at handle om struktur struktur struktur, hvilket også er vigtigt, men det har vi hørt meget om før (metode, PT, Sociologi, Kom. pol osv) + struktur er noget nemmere når man skriver en opgave alene og ikke i en læsegruppe.Vi afholdte også nogle skrive-workshops hvor vi brugte lang tid på at lære at skrive en indledning, hvor jeg nok i højere grad ville have prioriteret mere substantielt arbejde med skrivelserne frem for strukturen.MEN udover de to øverste pointer, så var anthony på trods af det nye fag en rigtig god holdunderviser.forslag til næste år: lad holdunderviserne sidde med til forelæsningerne + instruer udenlandske holdundervisere i hvad en "holdtime" i Danmark er (de kunne fx sidde med til en dansk holdtime for at fornemme instruktorens rolle)
Anthony Kevins did really well in trying to explain the material, and going over the central points of any lecture where there might be confusion. He gave examples of structure to the written assignments, helped us get an understanding of the more complex parts of the course material. He was extremely helpful and did a great job.
Anthony was very good at the class teaching!..Mostly because there was a lot of misunderstanding form lectors. A lot was unclear, and gone through to quickly in lectors, but he took time too explain it for us in class.
We had Anthony Kevins as our student teacher. In the beginning there was some clear misunderstandings regarding how the classes should be run, and concerning feedback on written assignments. However, he took the feedback we gave him seriously, and improved himself a lot.
I have found the lectures quality to be very much uneven. I have no doubt that everybody has done their best. But i think that it is clear, that there has no been put enough time in regards of preperations for the course. As an example Finke was not briefed in ragards of what to expect of out knowledge of the institutions. That is not good enough an unfair to us aswell as him.
I just want ot start of by saying that I really like Anthony and his teaching and he shouldn't take the generel critism to much to heart. ..Anthony has been really good at explaining the cource material to us. A few times he has also spent a great deal of time explaining what went on a the leccature, in out classes, because no one understood much of what Daniel was saying. ..Ahtony has only gotten better throughout the semester - adding a struture of the class and becoming more and more aware of his pronunciation. ..I would have liked to have more individuel direct feedback on all the written assignments. Often the focus as more on structure than substance which is quite frustrating when you spent a lot of time trying to understand something substantiel but then don't really get much feedback on whether is was right or not. So maybe try to incorporate a more substantiel feedback. ..Furthermore in the beginning we just went through the written assignment questions as normal questions but when we wanted feedback in turned into feedback primarily about struture. Not actually what has needed.
I didn't find it very beneficial
Anthony Kevins really saved the day during the whole course. Concerning the weekly assignments he was very good at structuring and guiding us through the questions to be answered, while at the same time including us as students and listen carefully to our questions.More than that the extra lecturing that he did when the primary lectures lacked quality, was very welcomed.
We usually had a fine sumup of the lectures main points and a go through of the various institutions which helped solving the assignments - The knowledge of the actual institutions was sometimes limited which made a sumup of the institutional design very productive.
I have been very satisfied with the student teacher - He did a great job explaining the material and lectures, if we have had any misunderstandings or questions in general. He has also been very clear about what he expected of us in this course, and how we should take on the exam etc. Over all, he did an amazing job.
Nothing really to note. This was were all my misunderstandings from lectures was solved.
My class had Anthony as a teacher, and he really supported our learning. Often a lot of things were very unclear from the lectures, but Anthony took his time to answer our questions from the lecture. This was really helpfull. Generally the class and the relationship with the student teacher was very good, and we had a lot of interesting discussions. Often we didn't have time to answer all the questions in debt, and this was unfortunately, but often this was due to the confusion in regard to the lectures. Had the lectures been better, the classes could also have been more en debt.
Very good! Could not be better!

	Responses				Response	
	(A)Enig	(A)Overvejende enig	(H)Hverken- eller	(U)Overvejende uenig	Antal	Gns. score
Holdunderviseren/Instruktoren var god til at forklare stoffet	60.0 %	35.0 %	5.0 %	.	20	4.6
Holdunderviseren/Instruktoren gjorde sig umage for at forstå, hvor vi kunne have vanskeligheder med	65.0 %	30.0 %	5.0 %	.	20	4.6
Holdunderviseren/Instruktoren var god til at give os råd om, hvordan man bedst muligt arbejder med stoffet og løser opgaver	30.0 %	15.0 %	35.0 %	20.0 %	20	3.6

Translation

- 1) The instructor was good at explaining the course content.
- 2) The instructor made an effort to understand where we were having difficulties
- 3)The instructor was good at giving advice on how best to apply the course content and solve problems

Response Range: Agree / Predominantly agree / Neither agree nor disagree / Predominantly disagree

NB: Antal = number of students, and Gns. score = average response. Student comments follow on the next page.

Q12_Uddyb evt. dine svar vedrørende instruktør/holdundervisningen her

Our student teacher has been really good at understanding the difficulties we have had. Specially the EU-bloc lectures have been horrible - the lecturer wasn't understandable and the material for the lectures started at a level where we couldn't follow - we needed to get the baseline of EU before moving on to the materiale which we have been taught in. In this situation our Anthony did a great job

Anthony continuously saved this course in his lessons. Every lesson he would start by recapping the lecture in a clear and precise manner - for most of us this was only at this point the goal with the lecture were apparent

Anthony var virkelig god til at imødekomme vores frustrationer. Det blev antaget at vi vidste meget mere om EU's opbygning og organisering, hvilket vi ikke gjorde, Anthony valgte at prioritere at vi fik en god forståelse af dette. Han har været meget forstående overfor, at det også kan være vanskeligt at svare fyldestgørende på engelsk.

Anthony forsøgte ihærdigt at følge op på det vi ikke havde fået med fra forelæsningserne. På den måde fik vi mere med fra forelæsningserne, men det betød også af holdtime spørgsmål blev gennemgået hurtigere. Derudover lagde han i sin feedback af oplæg og skriveøvelser mere vægt på den sproglige udførelse mm., hvilket ikke rigtig giver mening, da vi hverken skal til mundtlig eksamen eller aflevere på engelsk. Det kunne være fedt, hvis han havde lagt mere vægt på det substantielle i sin feedback. MEN overordnet har han virkelig forsøgt at få det bedste ud af holdtimerne.

Anthony frequently cleared out some misconceptions and misunderstandings from the lectures that were unclear to us. This was helpful, but due to the fact that there often seemed to be misunderstandings between the lecturers/teachers about what exactly we were supposed to learn and what they took for granted we already knew it sometimes got confusing.

The instructor was not used to teaching, so at first it was difficult for him to see what kind of help we needed, and as students we were used to someone who has been a part of the same learning system and thus is more knowledgeable about it, so it was difficult for us to articulate the problems we had in a way that was easy to understand for the instructor. However, we all worked at it and it has gotten much better.

We had Anthony in our class, and I think he did a really great job. ..When we had several lectures in a row, where people did not understand what was going on, he started the class by asking which questions we had, and then he incorporated them into his schedule for the class. It worked extremely well. He really made a great effort. ..I think we were lucky to have him, because I have heard about other classes who has other teachers, and they did not feel they gained anything from there, which is a shame, because it has been some very interesting topics.

Regarding the teacher classroom: If you have to make written assignments then feedback is necessary either thorough peer-review or from the class-room teacher.

Sometimes the focus of the classes and lectures were very different and these differences could have been better explained...Overall, Anthony was a great instructor.

Anthony did a great job with elaborating central points from the lectures, that we didn't understand.

Vi var heldige, vi havde Anthony som instruktør, da han trods alt havde mere styr på stoffet og hvad der var vigtigt, hvorfor han efter alle Daniel Finkes forelæsninger kunne svare på uddybende spørgsmål. Jeg synes han har været god som instruktør, og holdtimerne er det eneste tidspunkt i dette forløb, hvor jeg rent faktisk har fået noget ud af undervisningen. ..Hvad der overordnet ved holdtimerne bør forbedres er dog feedback ift skriveøvelser. Det har været under alt kritik, at vi - trods høj efterspørgsel efter det - OVERHOVEDET ikke har fået noget at vide omkring skriveøvelserne. Ikke engang kollektivt. Tit er et spørgsmål også blevet gennemgået ift overordnede ting istedet for at komme ind på, hvad der substantielt skulle have stået...Et andet aspekt er de mange mundtlige powerpoint presentations. Det er som sådan fint nok nogle gange, men når eksamen er skriftlig virker det trivielt uge efter uge at skulle evaluere på sine medstuderendes gestikuleren og artikuleren frem for indholdet.

Hold 4 har været heldige med at have Anthony som instruktør, det tror jeg har hjulpet vores hold. ..Det ville være rart, hvis der til hver forelæsning var en undervisningsbeskrivelse, så i vidste, hvad vi skulle have haft ud af hver forelæsning og holdtime. ..Det kunne måske have hjulpet hvis instruktorene, selvom de er phd'er var til forelæsning - ligesom i alle andre fag, på den måde har de også selv en ide om hvad der er foregået på forelæsningen, de virker ofte helt tabt og uden anelse om hvad der er forelæst i. ..Andre ugesedler med mere fokus på de ting der er gennemgået på forelæsning. Det virker meget irrelevant at have så specifikke ugesedler med fokus på et lille lands parlament. De evindeligt mange oplæg der har været har fuldstændigt mistet deres betydning. Igen synes de at mangle relevans og relation til forelæsning/holdtimetekster. ..Der har manglet feedback på de igen, evindeligt mange skriveøvelser der har været. Problemet er ikke antallet af skriveøvelser, men når der ikke kommer et eneste ord tilbage på det vi har lavet, så virker det meningsløst at lave dem.Det har virkelig været et træls og irriterende fag at have. Det har skabt meget virvar, som kun har givet frustrationer og super meget stress i forhold til forventninger til eksamen!

Our student teacher made an effort to understand our difficulties and was willing to explain things from the lecture that we didn't understand (a lot) ..On the other hand the feedback was lacking e.g. the written assignments..Also I think that he should have gotten more guidance/introduction to the IFSK kind of teaching

The idea w the written assignments and hand-ins seemed like a misunderstanding; we didn't get any feedback and thereby simply had no idea what to expect. So make sure to give feedback when the students are handing something in, otherwise it seems like a waste of time when one have absolutely no idea of the level.

Anthony definitely helped us a lot. The lectures were often very confusing, so after about 5 or 6 lectures we started each class by walking through the basics (which we completely jumped in the lecture). That was the best thing about this course.

Anthony has been most help and truly concerned about all of our frustrations. He has tried to explain the things, that did not make sense in the lectures and is willing to answer all of our questions.

	Responses					Response	
	(A)Enig	(A)Overvejende enig	(H)Hverken- eller	(U)Overvejende uenig	(U)Uenig	Antal	Gns. score
Holdunderviseren/Instruktoren var god til at forklare stoffet	45.4 %	40.9 %	4.5 %	.	9.0 %	22	4.1
Holdunderviseren/Instruktoren gjorde sig umage for at forstå, hvor vi kunne have vanskeligheder med	36.3 %	50.0 %	4.5 %	.	9.0 %	22	4.0
Holdunderviseren/Instruktoren var god til at give os råd om, hvordan man bedst muligt arbejder med stoffet og løser opgaver	27.2 %	31.8 %	22.7 %	4.5 %	13.6 %	22	3.5

Translation

- 1) The instructor was good at explaining the course content.
- 2) The instructor made an effort to understand where we were having difficulties
- 3) The instructor was good at giving advice on how best to apply the course content and solve problems

Response Range: Agree / Predominantly agree / Neither agree nor disagree / Predominantly disagree / Disagree

NB: Antal = number of students, and Gns. score = average response. Student comments follow on the next page.

Q12_Uddyb evt. dine svar vedrørende instruktør/holdundervisningen her

Anthony er god, men fokusere alt for meget på mundtlig præsentation. Vi har dog absolut ingen metodisk analyse lavet, sammenlignet med fx. almen, hvorfor man kan være lidt bekymret for en diskrepans mellem, hvad der faktisk forventes til eksamen og hvad vi har trænet i. Kan godt bidrage til den generelle paniske tilstand flere er i omkring eksamen

Anthony var fremragende, han var det eneste der fungerede i faget

Det har været svært at se en rød tråd mellem undervisningen på forelæsningen og undervisningen på holdtiden. Dernæst har det været svært at finde ud af, hvad der reelt set har været teorier, som vi kan bruge til eksamen og så hvad der kun har været empiri. Det gør at det har været svært at arbejde med holdtime sedlerne, fordi vi ikke har kunne bruge nogen teorier. Dernæst har det været svært og se den kobling, som i mener der har været til Almen Statskundskab og dette fags opbygning af faget.

Han var god til at give os en kort opsummering af de forelæsninger hvor vi virkelig ikke følte at vi fik noget ud af emnerne. Men der har dog været lidt problemer ift. at der ikke har været meget deltagelse på holdet, hvor instruktøren så bare har kigget på os i stedet for selv at besvare spørgsmålet. det har været problematisks synes jeg. Ydermere mangler jeg til tider lidt dybdegående gennemgang af holdtimeteksterne og måske en mere generel forståelse af hvad et skal bruges til og hvad det egentlig handler om

Vi havde en god instruktør, der var god til at tage tid til at gennemgå spørgsmål vi ikke forstod. Hvilket var dejligt. ...Dog blev der brugt meget til på at fremlægge og "lær at lave en god fremlæggelse" hvilken der oftest føles som spild af tid, da eksamen er mundtlig og folk helst bare ønskede at forstå faget.

Anthony har været rigtig god til at samle op på evt. spørgsmål fra forelæsningerne - han har gjort et rigtig godt stykke arbejde. ...Det er fint at vi holder oplæg og der kommer lidt feedback, men når der er så meget fokus på feedback af præsentations teknik og vi ikke gennemgår spørgsmålet bagefter - forstå jeg ikke pointen i dette. Jeg kan hellere ikke se meningen med øvelsen når vi har en eksamensform der er skriftlig og ikke mundtlig. ...Hvis/ når studerende fra andre hold følger andre holdtimer, bør de også deltage i undervisningen/oplæg på lige fod med det oprindelig hold deltager.Desværre fik man ikke særlig meget ud af Daniel Finks forelæsninger, både teksterne og forelæsningerne var svære at forstå - det var svært at se hvor det førte hen ad.

He did fine, but the problem was that the lectures an the course in general has not had a clear frame, which has made it very difficult to get anything out of the classroom lectures. It has been starting from the bottom and try to understand what we were meant to take away from the lectures in the first place.

It was very frustrating that we had to use a lot of time in the tutorial, just to make clear what we were supposed to have learned in the lecture. This was especially the case during Daniel Finkes weeks of lectures. It could have been prevented with better lectures by him

Vi kom til at bruge alt for lang tid på at forstå stoffet fra forelæsningen på holdtiden, hvorved vi ikke fik arbejdet særligt meget med ugesedlen. Om end det var rart at få afklaring ift. pensum, så var det ikke optimalt, at holdtiden blev brugt på denne måde.

Anthony gjorde sit bedste.

Jeg vælger at kommentere på dansk, da jeg således bedst kan udtrykke mig selv...Jeg gik på hold 8 og havde Anthony som holdinstruktør, og da han hurtigt opfangede, at vi ofte havde svært ved det tekniske stof fra forelæsningerne eks. arbejdsdeling, partisystemer, elektorale systemer osv. valgte han hver gang at indlede holdtiden med at spørge ind til forståelsesproblemer, som han så forsøgte at udrede...Derudover har han i flere omgange brugt forskellige undervisningsmetoder eks. 'diskuter med sidemanden', 'fremlæggelse med feedback fra holdet' og 'kort skriveøvelse af vores noter, som vores sidemand så skulle læse'. ...Han har også givet os eksempler på gode og dårlige indledninger, strukturafrnit og konklusioner så vi fik en forståelse for en akademisk opgave...Han har også snakket meget struktur i en opgave med os, hvordan vi skal bygge en opgave op osv.

We were lucky to have Anthony as a class instructor, because he elaborated the main lectures and elaborated the difficulties we had. However, the time he spend on elaborating the material took a lot of the time from the actual student class which is problematic since we couldn't get "deep" into that material.

Det er meget svært at komme i dybden med stoffet og forstå det ordentligt, når det hele foregår på engelsk...Vores instruktør var dog meget forstående og prøvede at hjælpe os så godt som muligt.

Daniel Finke is completely useless.

Vi var rigtig heldige at få Anthony Kevins som holdunderviser, som virkelig har gjort en indsats for at hjælpe med at få holdet til at forstå både forelæsningspensum og holdtime pensum. ...Han har været rigtig dygtig, men at faget ikke er tilrettelagt særlig godt, især med det store fokus på mundtlige præsentationer og manglende feedback har han adresseret ok.