

Teaching Portfolio

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Summary of Qualifications:

- Taught five different undergraduate and graduate courses, covering a range of topics in Comparative Politics, Political Behaviour, IR, and Research Methods
- Co-developed and co-taught a new bachelor's core course at Aarhus University's Department of Political Science, both lecturing and running tutorials
- Completed significant pedagogical training - most notably via Aarhus University's Pedagogical Programme for Assistant Professors

¹NB: Section titles are clickable links that will direct you to the relevant text.

1 Teaching Philosophy, Strategies, and Goals

My interest in teaching is shaped by the 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. As a result, my course development 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 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 vary, the key skill I consistently 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 difficult 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 ensure that I am 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 - namely, that the discipline has the potential to make us better citizens by improving political literacy and critical reasoning skills. I look forward to a career in which I continually work toward that goal, building from student feedback while experimenting with new pedagogical techniques and exploring new ways of engaging students.

2 Teaching Experience

My teaching experience includes undergraduate and graduate course development and instruction, in formats ranging from small seminars to large lectures involving several hundred students. I have taught both methodological and substantive subject matter, covering topics in Comparative Politics, Political Behaviour, IR, and Research Methods.

All of my instructional activities put into practice the teaching philosophy detailed above, and I briefly lay out an overview of the courses I have taught here. The syllabi for two of these courses (marked with asterisks) are subsequently provided in Section 4.

- **Co-Instructor, “Political Institutions: Western countries, The European Union and International Institutions”***
 - **Overview:** Bachelor’s Core Course, Aarhus University, Spring 2016 & 2017
 - **Duties:** Course design, lectures, exam design, and weekly seminars
 - **Enrolment:** 311 & 317
 - **Course Description:** A survey course on institutionalism and various domestic and supranational institutions, with a particular focus on the EU
- **Co-Instructor, “Social Science Methods for Journalists”**
 - **Overview:** Master’s Core Course, Aarhus University, Fall 2016
 - **Duties:** Course design, lectures, exam design, grading, and weekly seminars
 - **Enrolment:** 80
 - **Course Description:** An introduction to social science research design and methods (both quantitative and qualitative)
- **Instructor, “Democracy and Representation”***
 - **Overview:** Master’s Seminar, Aarhus University, Fall 2015
 - **Duties:** Course design, instruction, exam design, and grading
 - **Enrolment:** 11
 - **Course Description:** An exploration of the bi-directional link between public opinion and policy making, including patterns of unequal representation
- **Instructor, “Pragmatism and Politics”**
 - **Overview:** Master’s Seminar, Aarhus University, Spring 2015
 - **Duties:** Course design, instruction, exam design, and grading
 - **Enrolment:** 4
 - **Course Description:** An examination of the challenges underlying the balance between technocracy and democracy
- **Instructor, “Politics: Contemporary Europe”**
 - **Overview:** Bachelor’s Course, McGill University, Summer & Fall 2013
 - **Duties:** Course design, lectures, exam design, and grading
 - **Enrolment:** 34 & 75
 - **Course Description:** A survey of welfare state, capitalist, and citizenship regime typologies, as well as the policy changes across them

I also have several years of experience teaching outside of the university setting. Prior to pursuing my PhD, I worked as a math teacher at a private high school (teaching calculus, algebra, and finite mathematics), taught preparatory courses for standardised tests (namely the SAT, GRE, and GMAT), and spent a summer teaching English to elementary school children in Italy.

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
 - This programme consisted of a three-day residential course as well as three subsequent full-day workshops
 - Topics included 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 and an hour-long evaluation of each participant's teaching

In addition, I attended numerous shorter workshops hosted by Aarhus University's Comparative Politics section, as they held pedagogical sessions every semester with advisors from the Centre for Teaching and Learning. These workshops covered issues such as blended learning, effective lecturing, and the use of active learning in large-class settings.

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 the compendium for the bachelor's core course that I co-developed and co-taught, as well a syllabus from one of my graduate seminars. It then provides several examples of other teaching materials that I have developed: five in-lecture activities; two weekly exercises for tutorials; and a writing workshop activity.

4.1 Undergraduate Course Compendium

POLITICAL INSTITUTIONS WESTERN COUNTRIES, THE EUROPEAN UNION AND INTERNATIONAL ORGANIZATIONS

COMPENDIUM

Helene Helboe Pedersen (Coordinator)

Rasmus Brun Pedersen (Coordinator)

Daniel Finke

Anthony Kevins

1. Introduction – the goals and aims of the course

This compendium is developed for the BA-course *Political Institutions: Western countries, The European Union and International Institutions* (PI). The 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 and institutional differences between these systems; 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 give students a 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 organizations.
- The student must be able to describe selected theories of how political actors interact in 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 analyze issues regarding institutions, political systems and their interaction.
- The student must be able to apply the theories of the course to analyse empirical material and issues regarding institutions and their interaction to independently and systematically discuss and assess the relevance and scope of application of these theories.

These overall learning objectives can be divided into three major headings (as illustrated in Table 1): theoretical knowledge, empirical knowledge, and an ability to apply theories to empirical material.

Table 1. Overall learning objectives for the course

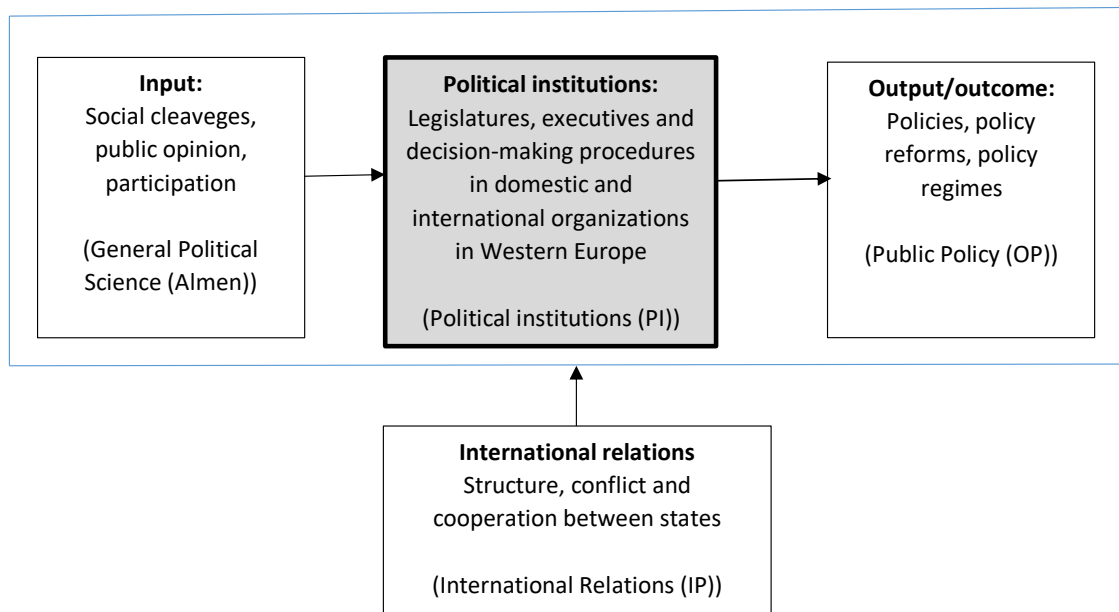
| Theory | Empirical knowledge | Application |
|---|---|--|
| <p>The student must be able to describe selected theories of how political actors interact in and through political institutions.</p> <p>They must be able to compare selected theories about the relationship between political actors and institutions and discuss the strengths and weaknesses of these theories</p> | <p>The student must be able to describe the political system of selected western countries, the EU, and selected international organizations.</p> | <p>The student must be able to apply the general methods of political science to independently and systematically analyze issues regarding institutions, political systems and their interaction.</p> <p>The student must be able to apply the theories of the course to analyze empirical material and issues regarding institutions and their interaction. The goal here is to independently and systematically discuss and assess the relevance and scope of application of these theories.</p> |

In order to achieve these goals, the course has been organized as described in Sections 3 and 4.

2. The course's relation to other courses on the BA in Political Science

The course is closely connected to other BA-courses in political science at Aarhus University. Figure 1 places PI in relation to other courses taught in the BA-education through a simplified version of an input-output-model. It should be noted that the model is a simplified presentation and certain overlaps will occur between the different courses. On overall level General Political Science (Almen Statskundskab) deals with the input side of the political system. It presents knowledge of and theories about social cleavages, opinion formation, the role of public opinion and on political participation. The course on Public Policy (Offentlig Politik) overall focuses on the outcome side – political decisions, policies, regimes and reforms that are treated as the dependent variable. International Relations (International Politik) deals in a broad sense with the international systems, and how states interact and conduct their foreign policies where the focus is on the structure of the international system and the role of conflicts and cooperation between states.

Figure 1: The PI course role in the BA-program



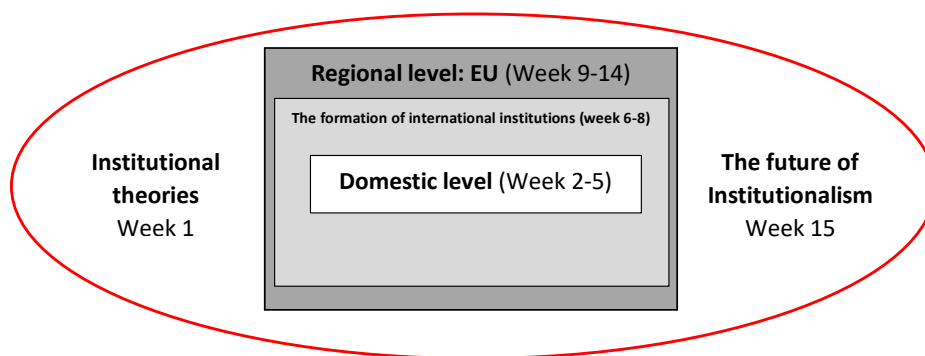
3. The organization of the course

PI focuses on what happens in the so-called “black box” between demands expressed in civil society to policies influencing the living conditions in a society. It is per definition difficult to study what happens in a black box. In PI we open the black box by studying the way power is organized in central political institutions and how they operate in order to reach political decisions. We thus study the role of the structures as well as the modus operandi of selected political institutions. The classic input-output-models were traditional primary limited to and aimed at understanding domestic politics and distributive processes on this level.

However, to give a comprehensive understanding of how the most important political institutions are structured and function we need to acknowledge that modern governance is multilayered. There are multiple layers of authority from municipalities over nation states to supranational organizations. Therefore, in order to grasp these different layers of authority, PI needs to draw on insight from Comparative Politics as well as International Relations to understand the way power is structured within as well as between states. The overall theoretical framework used to bridge Comparative Politics and IR is theories of institutionalism. Institutionalism has been a central theoretical tendency that have drawn focus on how institutions are created and their effects on behavior and policies, which has been themes in studies of international relations and in comparative politics

The course PI is organized according to the different layers of governance in modern developed democracies and makes a distinction between 2 layers: the national level and the regional level (EU) and focus on how and why states creates international institutions and how they impact upon states behavior by giving examples from NATO and UN. Figure 2 illustrates the organization of the course.

Figure 2: Illustration of the structure of PI



This means that the overall organization of the course will consist off tree overall blocks:

We start the course with a general introduction to the concept of institutions and theories about the relationship between actors and institutions (L1). This general framework is relevant for all aspects of the course even though a somewhat different terminology is used in the different research traditions.

- In the first bloc (weeks 2-5), we focus on the national level of governance (we do not move below the national level so we will not discuss municipalities or states in much detail). Empirically we focus on Western democracies when applying typologies to describe national political institutions such as electoral systems, legislatures and executives.
- The second bloc (weeks 6-8) takes one further step towards studying political institutions beyond the nation state. Based on theories from Institutional theories we discuss why states choose to create international organizations and whether and how states can control international organizations when they are first are created. Empirical we will draw on examples from the UN, NATO and the EU.

- The third bloc (weeks 9-14) deals with the European Union as an example of regional level governance. The political system of EU will be explained in detail but EU will also be analysed from an IR-perspective as an example of cooperation between sovereign nation states and as an actor in international politics. This EU-bloc is the largest bloc in the course since it is a goal of PI in itself that students are familiar with the EU political system and because EU as an empirical case bridges the research traditions of comparative politics and international relations.

Finally, in the last week of teaching we discuss how the study of institutions draw on different traditions in comparative politics and international relations and make a critical reflection on the contribution of institutional theories. The course can be described on more details in table 2.

Table 2. Organization of the course: Lectures and classes

| Week | Lecturer | Theme |
|---|----------|---|
| L1 Jan. 31 | HHP | Introduction: Institutionalism <ul style="list-style-type: none"> • Hall & Taylor (1996) New institutionalism • Compendium comments (supplementary reading) |
| C1 | | Institutionalism beyond Comparative Politics and International Relations <ul style="list-style-type: none"> • Jupille & Caporaso (1999) Institutionalism and the European Union |
| Block 1: Political institutions in Western countries | | |
| L2: Feb. 7 | AK | Electoral systems and party systems <ul style="list-style-type: none"> • Repetition: Gallagher (2013) Electoral systems • Caramani (2013) Party systems • Benoit (2007) Electoral laws as political consequences |
| C2 | | Electoral systems and womens representation <ul style="list-style-type: none"> • McAlister & Studlar (2002) Electoral systems and women's representation: a long-term perspective |
| L3: Feb. 14 | HHP | Legislatures <ul style="list-style-type: none"> • Kreppel (2014) Typologies and Classifications • Sieberer (2011) The Institutional Power of Western European Parliaments |
| C3 | | Classifying legislatures <ul style="list-style-type: none"> • Dalton (2012) Politics in Germany • Schain (2012) Politics in France |
| L4: Feb. 21 | HHP | Governments <ul style="list-style-type: none"> • Cheibub et al. (2004) Government Coalition and Legislative Success Under Presidentialism and Parliamentarism |
| C4 | | Government efficiency and responsiveness |

| | | |
|---|-----|--|
| | | <ul style="list-style-type: none"> • Coleman (1999) Unified Government, Divided Government, and Party Responsiveness |
| L5: Feb. 28 | AK | <p>Federalism</p> <ul style="list-style-type: none"> • Loughlin (2011) Federal and local government institutions • Beramendi (2007) Federalism |
| C5 | | <p>Representation in federal systems</p> <ul style="list-style-type: none"> • Wlezién & Soroka (2011) Federalism and Public Responsiveness to Policy |
| Block 2: International cooperation | | |
| L6: March 7 | RBP | <p>Why states create international organisations</p> <ul style="list-style-type: none"> • Keohane (1984) After Hegemony: Cooperation and Discord in the World Economy • Stein (1982) Coordination and Collaboration: Regimes in an Anarchic World <p><i>Supplementary readings: Jackson & Sørensen pp. 107-110</i></p> |
| C6 | | <p>Establishing international security cooperation</p> <ul style="list-style-type: none"> • Schimmelfennig (2016) NATO and institutional theories of international relations |
| L7: March 14 | RBP | <p>What do international institutions do?</p> <ul style="list-style-type: none"> • Buzan (2004) From International to World Society? • Barnett & Finnemore (2007) Practical approach • Knudsen (2015) Primary institutions and international organizations: Theorizing continuity and change |
| C7 | | <ul style="list-style-type: none"> • Same as lecture |
| L8: March 21 | RBP | <p>Economic and political cooperation: EU integration process</p> <ul style="list-style-type: none"> • Moravcsik & Schimmelfennig (2009). Liberal Intergovernmentalism • Niemann & Schmitter (2009). Neo-functionalism |
| C8 | RBP | <ul style="list-style-type: none"> • Schimmelfennig (2015) Liberal intergovernmentalism and the euro area crisis • Niemann & Ioannou (2015) European economic integration in times of crisis: a case of neofunctionalism? |
| Block 3: The EU | | |
| L9: March 28 | AK | <p>The political system of the EU</p> <ul style="list-style-type: none"> • Hix & Høyland (2011) pp. 1-18 • Hargreaves & Homewood (2013) EU Law Concentrate: Law Revision and Study Guide |
| C9 | | No readings – trial exam |
| L10: April 4 | AK | <p>Executive politics in the EU</p> <ul style="list-style-type: none"> • Hix & Høyland (2011) pp. 23-48 |
| C10 | | <p>A new type of Commission?</p> <ul style="list-style-type: none"> • Peterson (2016) Juncker's Political European Commission and an |

| | | |
|---------------|------------------|--|
| | | EU in Crisis. |
| L11: April 18 | DF | Legislative politics in the EU <ul style="list-style-type: none"> Hix & Høyland (2011) pp. 49-75 |
| C11 | | <ul style="list-style-type: none"> Rasmussen & Reh (2013) The consequences of concluding codecision early Häge & Kaeding (2007) Reconsidering the European Parliament's legislative influence |
| L12: April 25 | DF | Elections and democracy in the EU <ul style="list-style-type: none"> Hix & Høyland (2011) pp. 105-157 |
| C12 | | <ul style="list-style-type: none"> Follesdal & Hix (2006) Why there is a democratic deficit in the EU |
| L13: May 2 | DF | Judicial politics in the EU <ul style="list-style-type: none"> Hix & Høyland (2011) pp. 75-105 |
| C13 | | <ul style="list-style-type: none"> Carrubba, Gabel & Hankla (2008) Judicial behavior under political constraints Dyevre (2010). Unifying the field of comparative judicial politics |
| L14: May 9 | DF | The EU as a global actor <ul style="list-style-type: none"> Hix & Høyland (2011) pp. 302-331 |
| C14 | | <ul style="list-style-type: none"> Dür & Zimmermann (2007) Introduction: The EU in international trade negotiations Da Conceicao (2010) Who controls whom? Dynamics of power delegation and agency losses in EU trade politics |
| Outro | | |
| L15: May 16 | RBP, DF, HHP, AK | Wrap up and critical reflections and exam |
| | | Exam preparations |

PI is organized as most other BA-courses with four hours teaching per week. Two hours of lectures and two hours of class discussions. The exam is a six hour written exam and after the course students are expected to be able to describe political institutions and theories about them and to be able to compare these institutions and theories in a theoretically informed empirical analysis. The descriptive element of the course is thus strong giving students an opportunity to gather knowledge of various political institutions on the national as well as international level of governance.

To make the teaching activities support the achievement of the learning objectives lectures will focus on providing knowledge of concepts, typologies and theories for defining, classifying and understanding the function and structure of political institutions, while classes will focus on applying these concepts, typologies and theories on empirical material. Exercises for the classes will focus on 1) supporting the gathering of empirical knowledge of selected political institutions for instance through class presentations and 2) training writing skills through smaller weekly written assignments.

Lectures as well as 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.

Lectures

Helene Helboe Pedersen (HHP) (helene@ps.au.dk) (coordinator), Lecturer

Rasmus Brun Pedersen (RBP) (brun@ps.au.dk) (coordinator), Lecturer

Anthony Kevins (AK) (akevins@ps.au.dk) Lecturer and course instructor

Daniel Finke (DF) (finke@ps.au.dk) Lecturer

If you have any practical questions you are welcome to contact one or both of the coordinators.

4. Comments for the reading material

Week 1: Introduction to Institutionalism

Lecture

PI starts out with an introduction to the role of institutionalism in political science and how it has developed. Here the definition of institutions as well as the different positions on how institutions and actors stand in relation to each other is discussed. We also use this first week to discuss why studies of political institutions in systems of multilevel governance need to draw on ideas from comparative politics as well as international relations.

Political institutions have always played a prominent role in political science. In the late nineteenth and early twenties century scholars were concerned with describing formal political institutions such as constitutions, legislatures and administrative apparatuses. This tradition has been labelled 'old institutionalism' and was critiqued of being too descriptive not leading to cumulative knowledge and theory development. Political scientists, especially in US, reacted by initiating the behavioral approach (behaviouralism) in the years after World War II. Here the importance of political institutions was either rejected or reduced and it was argued that political behavior could not be explained or studied by reading formal rules but only by observing actual behavior. Political phenomena were explained by the aggregate behavior of individual (rational and strategic) actors. However, 'new institutionalism' evolved as a reaction to behaviouralism around the 1980s. One of the reasons was that scholars found themselves unable to explain important political outcomes by only taking the individual interests of the actors into account. For instance, rational choice scholars of the US Congress found it difficult to explain coordination and cooperation among Members of Congress. 'New institutionalism' in general has a broader understanding of institutions including informal institutions such as procedures and norm and they also theorize more explicitly about the relationship between actors and institutions.

In the text for the lecture Hall & Taylor (1996) argues that the approach of 'new institutionalism' can be divided into three schools of institutionalism: historical institutionalism, rational choice institutionalism and sociological institutionalism. They describe and compare the different schools highlighting the most important differences and similarities. They also discuss the potential these schools hold for explaining the creation and change of political institutions.

The new institutionalism has had a tremendous impact on political science. So much, that Pierson and Skocpol claim that *"we are all institutionalists now"*¹. The relevance and use of institutional approaches have perhaps been nowhere more profound than in the study of the European Union.

Classes

In the text for the first class Jupille and Caporaso build on the new institutionalist approach and argue that the institutional approach has made it possible to formulate a more coherent study of the European Union which as a political phenomenon stands ambiguously between the fields of international relations and comparative politics. By reviewing studies of EU they classify the

¹ Pierson, P. and T. Skocpol (2002) 'Historical institutionalism in contemporary political science' in I. Katznelson and H. V. Miller (eds.) *Political Science: State of the Discipline*, New York: Norton, pp. 693-721

institutionalist approaches according to their assumptions regarding institutions and preferences and discuss how an institutional approach offers analytical tools for analyzing the most recent questions in the study of EU. Their main argument is that a generic form of institutionalism is more promising for the study of EU than sticking in the camps of comparative politics or international relations.

Learning objectives for week 1

| Theory | Empirical knowledge | Application |
|---|---------------------|---|
| <ul style="list-style-type: none"> Describe the three new institutional approaches Discuss their differences and similarities Discuss their strengths and weaknesses | - | <ul style="list-style-type: none"> Use institutionalisms to discuss how EU as a political phenomenon can be understood in different ways |

Bloc 1: Political institutions in Western countries

In the first bloc we introduce essential political institutions in Western countries. Specifically we discuss four political institutions, which are central for the way power is distributed and operates in political systems. These institutions are the electoral system, legislatures, executives and federalism. For each of these institutions we discuss 1) how to classify them, 2) potential causes of variations and 3) potential consequences for representation and efficiency.

Week 2: Electoral systems

While parliaments and governments are in many ways the core institutions that make democracies function on an everyday basis, which parties enter parliament and, subsequently, form the government is not a given. This is not least because the electoral rules governing how people vote and how these votes are translated into parliamentary seats vary greatly between countries. We will study what consequences the organization of electoral systems have on social outcomes like turnout and the representation of minority interests. In reality, the electoral system of a country is never neutral: it always benefits some groups in society over others. Given this inherent issue, it is vital to understand why some countries adopt one electoral system over another.

Lecture

This lecture addresses three primary questions: what is an electoral system?; how do electoral systems matter?; and why do electoral systems differ across countries? It begins with a brief overview of the key distinctions among electoral systems. Although you were already introduced to the topic in Pol.Intro, we start with a refresher given the wide variety of electoral systems out there (hence the repetition from Caramani). Crucially, this overview will also allow us to home in on some the electoral system characteristics that are especially important to outcomes we may care about (such as inequality and minority representation). We then turn to a discussion of why different countries have ended up with different electoral systems, using the Benoit article as our starting point. This view of electoral laws as political consequences will then be illustrated using a recent example from the UK.

Classes

In lecture we discussed some of the consequences of electoral systems, and we use the tutorial this week to focus in on one of these effects: how does a country's electoral system affect women's representation in parliament? We will use the article by McAlister and Studlar (2002) to kick off a discussion about what factors seem to matter for the number of women elected to parliament. Yet your own research will be essential to this discussion, as the exercise this week will have you updating the data in the article and conducting research on a country of your choice.

Learning objectives of week 2

| Theory | Empirical knowledge | Application |
|--|--|--|
| <ul style="list-style-type: none"> Describe different types of electoral systems Describe causes of variation in electoral system types Describe some of the consequences of different electoral system types | <ul style="list-style-type: none"> Describe factors that might shape women's legislative representation in developed countries Be familiar with general patterns in women's legislative representation as they relate to electoral systems | <ul style="list-style-type: none"> Discuss in what ways electoral systems might increase or decrease women's legislative representation |

Week 3: Legislatures

Almost all countries have some kind of legislature. Legislatures in Western countries are comparative old and have served as inspiration for many younger legislatures around the world. Legislatures have been research objects in political science for centuries as scholars have asked how legislatures are organized, what they do, and not least how powerful they are. During the era of old institutionalism especially descriptive typologies and detailed single case descriptions of the formal organization and procedures of legislatures were prominent. We now build on this research as studies of legislature moves towards a more new institutionalist approach where informal as well as formal characteristics are taken into account and the search for explanations to the variation across legislatures has set in.

Lecture

In the lecture, you are provided with an overview of the relevant dimensions for describing legislatures such as the relationship between the legislature and the executive, the tasks of a legislature and the organizational differences in terms of chambers and committees. Furthermore, more recent attempts of classifying legislatures proposed by Kreppel and Sieberer are presented showing how legislatures may not only be classified into boxes of weak and strong legislatures but can be measured on more dimensions regarding their institutional independence and power resources to give a more accurate and dynamic description of modern legislatures. Hereby, it also becomes evident how legislatures not only circumscribe the behavior of legislative actors but also are products of powerful actors' interaction.

Classes

In the class for this week, you will read about the French and German legislatures to get a detailed knowledge of these systems. In the exercise, you are asked to apply the theoretical knowledge from the lecture to describe and compare the French and German legislatures according to the dimensions presented in the lecture.

Learning objectives for week 3

| Theory | Empirical knowledge | Application |
|---|--|--|
| <ul style="list-style-type: none">• Identify dimensions for classifying legislatures• Discuss strengths and weaknesses of different typologies | <ul style="list-style-type: none">• Detailed knowledge of the French and German legislatures | <ul style="list-style-type: none">• Use typologies to describe and classify legislatures• Discuss potential cause and consequences of the institutional design of legislatures. |

Week 4: Executives

A major theme for old institutionalist studies is the constitutional division of power between the executive and legislative powers. The most prominent dichotomy for describing these relations are presidential versus parliamentary regimes. Whereas many institutionalist studies have been occupied with how to classify regimes within these two broad categories and their subcategories, new institutionalism has drawn increased attention toward the consequences of different regime types for representation and efficiency. In this week, we build a causal chain where we first ask how parliamentary/presidential regimes influence government formation and second how different types of governments within these two regime types influence legislative efficiency (lecture) and responsiveness (class).

Lecture

In the lecture, you are introduced to the major differences between presidential and parliamentary regimes and the traditional critique of the representativeness and efficiency of these systems. The lecture presents a definition of a government and different types of governments such as majority and minority, coalition and single-party governments. Based on this common framework the lecture use the article by Cheibub et al. (2004) to discuss first if coalition governments are more likely in parliamentary regimes and second if minority governments are less legislative efficient in presidential regimes. The main theoretical argument is that government formation and legislative efficiency is a product of the interaction between incentives regulated by political institutions and the preferences of political actors – in this case political parties.

Classes

In the classes for this week, we continue the discussion on the potential consequences of different types of government. Specifically we consider the case of divided government in US. Coleman (1999) revisits the claim that divided governments are just as efficient as unified governments and argues that scholars have 1) neglected important moderating institutional factor and 2) misinterpreted the party government model and thus neglected the importance of responsiveness rather than efficiency in the production of bills. In the exercise, you are asked to apply your theoretical knowledge from the lecture to define and explain divided government and to discuss the consequences of different forms of government in the case of US.

Learning objectives of week 4

| Theory | Empirical knowledge | Application |
|---|--|--|
| <ul style="list-style-type: none"> Define different types of government and executive-legislative relations Discuss potential strength and weaknesses of parliamentary and presidential systems Explain the potential impact of regime types on coalition formation Explain the potential impact of government type on legislative efficiency | <ul style="list-style-type: none"> Explain the decision-making procedure in US Explain what is meant by divided government in US | <ul style="list-style-type: none"> Use definitions of different governments to describe and classify governments in Western countries Make theoretically informed analyses of possible consequences of different types of government |

Week 5: Federalism

So far the course has concentrated on national level political institutions like legislatures and executives. These are clearly very important, yet in many countries power is not concentrated at the national level, but is rather spread out across federal sub-units (e.g. states, provinces, cantons). This week's focus on federalism will serve as an essential part of the national bloc – allowing us to grasp just how much of an impact federal structures have on the way other political institutions function in a country. What is more, it will also provide a helpful bridge to the EU bloc, since it serves as an introduction to multi-level governance.

Lecture

The lecture explores the role of federalism in modern-day democracies, using the texts by Loughlin and Beramendi as an introduction to federalism and the major debates surrounding it in the literature. We start by providing an overview of the main characteristics of federal as opposed to unitary states, while at the same time distinguishing federalism from decentralisation. We will then turn to outline the historical origins of federalist institutions: why have some countries chosen this particular mode of government, while others haven't? Next, we will proceed to examine how federalist institutions affect the operation of democracy, in the process touching on some of the other discussions we have engaged in during the national bloc. Given the nature of federalism, we will also discuss how it has a profound effect on the distribution of resources across a federation. Finally, we end the lecture by briefly discussing how traditional federalism (the topic of this lecture) might relate to the European Union (as the subject of the next lecture bloc).

Classes

As we discussed in lecture, federalism has important implications for the way democracies work. One crucial implication relates to the extent of democratic accountability, since it can be difficult in a federation to disentangle the issues that matter for elections at the federal versus subnational levels. The tutorial this week therefore focuses on the extent to which voters are able to sort out which policy actions and responsibilities belong to which levels of government. The discussion will start from Wlezien and Soroka's investigation of public responsiveness in Canada. In your groups,

you will then conduct your own research on the Canadian federation to better understand not only how federalism works in practice, but also the difficulties in assigning responsibility for policy outcomes.

Learning objectives of week 5

| Theory | Empirical knowledge | Application |
|--|---|---|
| <ul style="list-style-type: none">• Describe federalism and distinguish it from alternative forms of governance• Discuss the relationship between federalism and decentralisation• Describe some potential causes and consequences of federalism | <ul style="list-style-type: none">• Describe the concept of accountability and its relationship to federalism• Describe some of the complexities inherent in federalism using the Canadian example | <ul style="list-style-type: none">• Discuss the connection between public opinion and government responsibilities in a federation |

Bloc 2: International institutions

In the second bloc we move beyond the nation state and introduce various approaches to study the question of why states choose to cooperate internationally, why they choose to institutionalize their cooperation by creating international institutions. We further investigate the question of what these types of institutions can do, and once created whether they can develop a life of their own, independent from the states that created them in the first place. The bloc introduces you to International Relations theories treatment of institutionalism and tries to bridge comparative politics and IR with the common institutionalist focus.

Week6: RC and Security cooperation

The first week in this block addresses some of the fundamental questions of the creation and maintenance of international cooperation. The main focus is to give a deeper understanding of the Rational choice institutionalism and how insights have been utilized and translated in the IR literature to explain why states chooses to cooperate. The particular focus is on Liberal Institutionalism and how and why states create international organizations and regimes. It is important to have an understanding of the role of preferences, level of information, trust in order to understand the strength and durability of the international organizations that states create in order to regulate their interactions.

Lecture

This lecture addresses three primary questions: Why do states choose to cooperate; what can explain the decisions to create international institutions; and what design do they choose for the organization. The theoretical backbone in this lecture is Rational Choice institutionalism. Based on rational choice and game theoretical insights the lecture presents a framework that can be utilized

to answer the three above mentioned questions. We focus in particular on the relevance of preferences, information and expected utility. In addition we draw on the insights from SI and HI.

Classes

In the lecture we introduced a theoretical rational choice framework to explain why states cooperate and why they form institutions. In the classes we want you to utilize this framework to analyze the cooperation in the NATO alliance and discuss how this organization works and how it can be changed in the future

Learning objectives of week 6

| Theory | Empirical knowledge | Application |
|--|--|---|
| <ul style="list-style-type: none">• Describe RC institutionalism• Understand the logics in the theory and its approach to the formation and the design of international organizations• Describe some of the consequences institutional designs have on states behavior | <ul style="list-style-type: none">• Knowledge of the organization of NATO as an example of an international organization• Describe factors that might shape international organizations | <ul style="list-style-type: none">• Apply institutionalist explanations to explain why NATO was created and how it can be changed in the future to meet new security threats. |

Week 7: What do institutions do?

The second week of this block deals with the question of what happens when international institutions are created and ask whether the states that have created the institutions can control them and whether there are unintended consequences of the establishment of international institutions.

Lecture

The lecture takes its point of departure in sociological institutionalism and insights from the IR literature the lecture asks the question about what happens when states have established international institutions. Can states control the institutions and what impact do these institutions have on the behavior of the founding states? The lecture treats institutions based on the insights from the English school, and its focus on primary and secondary institutions and how they develop and evolve.

Taken its empirical point of departure in examples from the UN cooperation it focus on the impact of the creation of international norms and procedures for conflict resolutions and whether the evolution of international norms can be said to be in the control of the member states or whether institutions tends to live a life on their own. The lecture also introduces historical institutionalism to

answer these questions, especially the role of path dependency, and whether these institutional paths can be said to follow the initial ideas behind the creation of the international institutions.

Classes

The classes will draw on the literature from the lecture and focus on whether institutions are in the control of member states or whether institutions can have a life of their own. The aim is to utilize the theoretical approaches on a concrete case about the UN's Right to protect framework that have evolved over the last decades.

Learning objectives of week 7

| Theory | Empirical knowledge | Application |
|---|--|--|
| <ul style="list-style-type: none">• Describe Sociological and Historical institutionalism• Understand the logics in the theory and its approach to the formation and the design of international organizations and whether states can continue to control institutions• Describe some of the consequences institutional designs have on states behavior | <ul style="list-style-type: none">• Knowledge of the organization of UN as an example of an international organization where states have difficulties in controlling• Describe factors that might shape international organizations impact upon states behavior | <ul style="list-style-type: none">• Apply institutionalism to explain why UN system can evolve beyond the control of the member states preferences |

Week 8: Political and economic cooperation: EU integration process

The final week in this block synthesizes elements in the three institutionalisms in the study of the European integration process. The goal is to illustrate how the institutional logics have been in cooperated in theories like Neo-functionalism and Liberal Intergovernmentalism and their explanation of the European integration process. Another goal is to prepare the students for the following block on EUs institutions. Here a solid knowledge of the process that shaped these institutions is a precondition for the understanding of the debates and conflicts lines within and across the EU institutions.

Lecture

This lecture addresses three questions: What is the European Integration process? How can it be studied? And how can we understand the institutional design of the cooperation? The lecture presents the students with an oversight of the integration process and its dynamics. Two central integration theories, Neofunctionalism and Liberal Intergovernmentalism is then introduces and used to explain the main developments in the cooperation. Since both theories draws on

institutional theories they will be used to give us an understanding of the overall institutional and balance between the institutions and its member states.

Classes

In the class the students will be trained to apply the NF and the LI theories to explain the politics of the “euro crisis”. The students will be asked to compare the two perspectives and reflect on the usefulness of the theories and reflect on whether we should expect “institutional change” in response to the “euro crisis”?

Learning objectives of week 8

| Theory | Empirical knowledge | Application |
|---|---|--|
| <ul style="list-style-type: none">• Understand neofunctionalism, especially the role of spill over logics• Understand Liberal Intergovernmentalism• Understand the logics in the two theories, their relation to institutional theory | <ul style="list-style-type: none">• Knowledge of the European integration process | <ul style="list-style-type: none">• Apply NF and LI theories to explain the integration processes and its dynamics with a focus on the Euro crisis |

Bloc 3: The European Union

Our third and final bloc turns to introduce and examine the European Union, which serves as an example of regional level governance. There are two major objectives in this section. First, we set out to provide a detailed introduction to the EU and its institutional and policy architecture. Second, we analyze the EU from an IR-perspective, treating it both as an example of cooperation among sovereign nation states and as an actor in international politics. The bloc will ensure that students are familiar with the EU as a political system (a major goal of the course in its own right) while at the same time bridging the research traditions of Comparative Politics and International Relations.

Week 9: The Political System of the EU

In this week we introduce the EU as a political system. This involves both a brief overview of its historical development and an introduction to its institutional and policy architecture. It will therefore set the stage for the rest of the bloc, over the course of which we will go into detail on the various topics introduced this week.

Lecture

We begin by building from last week's discussion of the EU integration process, briefly recapping a few key moments and treaties in the development of the EU. In doing so, we aim to broadly sketch out how the EU came about and how it has changed over time. Next, we proceed to discuss the EU's policy architecture: what policy areas are under the control of the EU? Which are shared by the EU and member states, or coordinated between them? And which policy areas are outside of EU competencies? We then introduce the institutional architecture of the EU, providing an overview of the EU's key institutions (which will be fleshed out in the coming weeks). Finally, we end with the question: how can we best understand the European Union? Is it similar to an international organization (like the UN) or a federal state (like the US)? This lecture thus sets the stage for the rest of the bloc.

No Classes – Trial Exam

Learning objectives of week 19

| Theory | Empirical knowledge | Application |
|---|---|-------------|
| <ul style="list-style-type: none"> Understand theories on how the EU came about Describe the broad theoretical frameworks on how politics in the EU works | <ul style="list-style-type: none"> Key moments in the development of the EU The broad division of control over policy between the EU and member states The EU's institutional architecture | - |

Week 10: Executive politics in the EU

After last week's introduction to the EU's general structure, we now zoom in on executive politics in the European Union. We therefore pick back up some of the themes from week 4, when we focused on national-level executives. But as we will see, although we can come up with some important parallels to these discussions from the national bloc, executive politics in the EU has some peculiar characteristics. In particular, understanding executive politics in the EU requires us to carefully unpack the relationship between national and supranational executive power in the context of the EU's dual executive structure. As a result, we will also highlight numerous connections to discussions from the past two weeks about the process of European integration.

Lecture

In this lecture, we will concentrate on answering two major questions: What does executive politics look like in the EU? And why does the form of executive politics in the EU matter? We begin by briefly recapping the classical differences in executive power at the national level – i.e. the distinction between presidential and parliamentary systems. We then discuss the limitations of that framework in trying to understand executive politics in the EU. That leads us to describe the nature

of the Council and the Commission as institutions, and to consider their respective relationships to the EU's member states. In the process, we discuss different theories of executive politics, as well as concepts like administrative and political accountability. We will also draw out relevant connections to the two major integration theories, Neofunctionalism and Liberal Intergovernmentalism.

Classes

In class this week we turn to examine recent trends in the nature of executive politics in the EU. In particular, we focus on the possibility that the current Juncker Commission is more "politicized" than its predecessors and discuss why that might matter for our understanding of executive power in the EU. For your exercise, you will be asked to discuss these developments with relation to Brexit.

Learning objectives of week 10

| Theory | Empirical knowledge | Application |
|--|---|---|
| <ul style="list-style-type: none"> Understand theories of executive politics. | <ul style="list-style-type: none"> Describe the nature of the Council and the Commission, as well as their respective relationships to the EU's member states. Describe the framework of political and administrative accountability in the EU. | <ul style="list-style-type: none"> Discuss how the nature of the executive politics may have changed over the recent crises, with a special focus on Brexit. |

Week 11: Legislative Politics in the EU

In this week we conceive the EU as a bicameral political system, where the European Parliament is directly elected by the voters (lower house) and the Council represents the interests of national governments (upper house). We will get to know the rules that govern coalition building and decision making in each of these two "chambers". Subsequently, we study the interactions between European Parliament and the Council in the Ordinary Legislative Procedure.

Lecture

The lecture starts with a review of week 3 (Legislatures). We discuss the role of the European Parliament and the Council vis-à-vis the European Commission. Can we classify the EU's legislature as either strong or weak? Next we are looking into each of the two legislative bodies separately: What is the relation between the plenary and committees or work groups? How are information, amendment and voting rights allocated? What interests are represented in each of the two bodies? Is there a role for party politics? How are coalitions formed and how does that affect policy making? Finally, we take on a truly bicameral perspective by asking how Council and European Parliament interact when making EU law. Is the inter-institutional relation characterized by conflict or cooperation?

Classes

In classes we study the relevance of the so-called trilogues. For long it has been an informal yet institutionalized practice that delegates from the European Parliament, the Council and the Commission meet early on in the legislative process to agree on a compromise. In the treaty of Lisbon this procedure has been formalized. What are advantages of this fast-track-procedure? How does it affect the relation between European Parliament and Council? Does it affect the internal dynamics in each of the two legislative bodies?

Learning objectives of week 11

| Theory | Empirical knowledge | Application |
|---|---|---|
| <ul style="list-style-type: none"> Theories that explain the formation of legislative coalitions. Theories of bicameralism. | <ul style="list-style-type: none"> Composition of European Parliament and Council. Rules of Procedure and internal organization of European Parliament and Council. Ordinary Legislative Procedure | <ul style="list-style-type: none"> Discuss how informal bicameral negotiations (such as the “trilogue”) affect patterns of conflict and coalition within parliament. |

Week 12: Elections and Democracy in the EU

The EU has been accused of having a democratic deficit. This week’s lecture deals with the institutional foundations of this accusation. The electoral connection between voters and the decision makers in Brussels will be in the center of this bloc. We are going to discuss the extent of the democratic deficit and whether it has its roots in a lack of a European public sphere or in particular features of the EU’s institutional design.

Lecture

This lecture addresses the following questions: What do Europeans think about the current state of integration? How are Members of the European Parliament elected? Do they represent the interests of their voters? Are governments, when acting in the Council, accountable to their national parliaments? In answering these questions, we are going to start with a review of week 2 (electoral systems) and 3 (legislatures) which allows us to classify the EU’s institutions from a comparative perspective. Next, we are going to see that the additional level of government creates additional challenges for democratic representation. The daily work in the EP is organized around European Political Groups, yet national parties set up the lists for European elections. Voters are often more concerned with punishing their national governments when casting their vote at European elections. Ministers enjoy a significant level of discretion when negotiating in the Council. And the media’s attention is frequently lower for EU politics as compared to national politics. The lecture will present each of these challenges and point towards its institutional foundations.

Classes

In the class the students will be trained to evaluate the democratic quality of the EU's political system. On the one hand, this includes an evaluation of the state of the union against normative democratic theory. On the other hand, this includes a discussion of whether or not institutional reforms might be able to improve the democratic quality of EU politics.

Learning objectives of week 12

| Theory | Empirical knowledge | Application |
|---|--|---|
| <ul style="list-style-type: none">• Evaluate the democratic quality of a multilevel political system• Understand the basic concepts of principal agent theory (agency drift, oversight mechanisms)• Know the theory of second order elections | <ul style="list-style-type: none">• Relevance of Parties and Political Groups in the European Parliament• Public Opinion on the state of integration• Rules for and voting patterns in European Parliament elections | <ul style="list-style-type: none">• Discuss the democratic quality of the European Union• Discuss how electoral rules affect voter representation in the European Parliament |

Week 13: Judicial Politics in the EU

In western nation states we take the powers of the judiciary for granted. In most cases, we observe an independent, hierarchical and differentiated courts system as well as a constitutional court that constraints legislative and executive power. So far, we have learned that member states delegated significant legislative competences to the EU, but only limited competences to execute and implement law. But to what extent has judicial oversight over legislation and implementation been integrated? In this lecture, we will describe the powers of the European Court of Justice and see how it obtained increasing independence over the course of European integration.

Lecture

In the lecture we will start by describing the EU's court system, specifically the European Court of Justice, with regard to its composition and its most important procedures. We will place special emphasis on the institutionalized relation between the European Court of Justice and the member states, the so-called "institutionalist model" of judicial politics (Dyevre 2010). Once we have delineated the court's role in the EU's present political system, we will apply the integration theories (see Week 8) to explain how the court step by step established its powers vis-à-vis the member states. Specifically, we will see how norms such as the direct effect and the supremacy of EU law have been established and institutionalized. Guided by integration theories we will also study the relation of the European Court of Justice to national judicial systems.

Classes

In the class the students will be trained to analyze the European Court of Justice discretion vis-à-vis the member states from a strategic perspective. Specifically, we will discuss how the court has been able to extend its powers by exploiting disunity amongst member states.

Learning objectives of week 13

| Theory | Empirical knowledge | Application |
|--|--|--|
| <ul style="list-style-type: none">• Understand the “institutionalist model” of judicial politics.• Understand the basics of legal integration theory and its nexus to integration theories (week 8) | <ul style="list-style-type: none">• Powers, composition and procedures of the European Court of Justice.• History of Legal Integration (key decision by the ECJ). | <ul style="list-style-type: none">• Apply integration theories to legal integration.• Apply institutionalist model of judicial politics to the ECJ. |

Week 14: The EU as a Global Actor

The history of European Integration has seen a number of halfhearted attempts of installing a common EU foreign policy. In fact, until today there is only one policy area where the EU acts as an unrivaled and powerful actor at the global stage: international trade. In common defense and security policy NATO is still at the wheel and the common neighborhood policy is frequently hampered by divergent regional interests of member states.

Lecture

In this last lecture on the EU, we are going to add yet another analytical level by studying the EU's role in global politics. In how far can 28 member states with partly very different regional interests and resources agree on a common foreign policy? How do national parliaments, courts and referenda constrain the common foreign policy? Why is the EU an extremely powerful actor in international trade, but not in security, defense or development policies? Who do you call to speak to Europe? The lecture starts by describing the EU's competences and decision bodies in different fields of foreign policy. Specifically, we will focus on the common trade policy and the set-up of the External Action Service. In the second part of the lecture, we will explain the current state of the EU's common foreign policy from a rational and a sociological institutionalist perspective.

Classes

In class students will analyze EU trade negotiations along one of the recent examples such as CETA, TTIP or (maybe) the upcoming Brexit negotiations. Specifically, they will study the relationship between national parliaments, governments, the Commission and the international partner (USA, Canada, or Britain) from multiple principal agent perspective. In doing so, they will learn the limits of and conditions for a successful EU foreign policy.

Learning objectives of week 14

| Theory | Empirical knowledge | Application |
|--|--|---|
| <ul style="list-style-type: none"> Understand the implications of institutional constraints on foreign policy making. | <ul style="list-style-type: none"> Actors in EU foreign policy making. Legal framework of Common trade policy. | <ul style="list-style-type: none"> Apply rational choice theory to current trade negotiations. |

5. Readings for Political Institutions

Students are expected to acquire on book:

Hix, S. & Høyland, B. (2011) *The political system of the European Union*. Palgrave Macmillan (3rd edition), pp. 1-20, 23-48, 49-74, 75-104, 105-157.

Additional readings in compendium and on-line:

Beramendi, P. (2007) 'Federalism', in Carles Boix & Susan Stokes (eds.), *Oxford Handbook on Comparative Politics*. New York & Oxford: Oxford University Press, pp. 752-781 (30 pages) (copy in compendium).

Benoit, K (2007) 'Electoral laws as political consequences', *Annual Review of Political Science* 10: 363-388 (36 pages) (online article).

Barnett, Michael & Martha Finnemore (2007) 'Political approach chapter 2' in Thomas G Weiss & Sam Daws (eds.) *The Oxford Handbook of the United Nations*, Oxford University Press, pp. 41-57 (17 pages) (copy in compendium).

Buzan, Berry (2004) *From International to World Society? English School Theory and the Social Structure of Globalisation*, Cambridge, chapter 6, pp. 161-204 (44 pages) (copy in compendium).

Cheibub, A., Przeworski, A. & Saigh, S. M. (2004) Government Coalitions and Legislative Success Under Presidentialism and Parliamentarism, *British Journal of Political Science*, 34(4): 565-587 (23 pages) (online article).

Caramani, D. (2013) 'Party systems', chapter 13 in Caramani (ed.), *Comparative Politics*. New York & Oxford: Oxford University Press, pp. 327-345 (19 pages) (copy in compendium).

Carrubba, C.J., Gabel, M. & Hankla, C. (2008) Judicial behavior under political constraints: Evidence from the European Court of Justice. *American Political Science Review*, 102(04): 435-452 (18 pages) (online article).

Coleman, J.J. (1999) Unified Government, Divided Government, and Party Responsiveness, *American Political Science Review*, 93(4): 821-835 (25 pages) (online article).

Da Conceicao, E. (2010) Who controls whom? Dynamics of power delegation and agency losses in EU trade politics. *JCMS: Journal of Common Market Studies*, 48(4): 1107-1126 (20 pages) (online article).

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- Dalton, R.J. (2012) Politics in Germany in Powell in G.B., Dalton, R.J. & Strøm, K. *Comparative Politics Today. A World View*, 10th ed. Pierman, pp. 255-259+271-272+280-283 (10 pages) (copy in compendium).
- Dür, A. & Zimmermann, H. (2007) Introduction: The EU in international trade negotiations. *JCMS: Journal of Common Market Studies*, 45(4): 771-787 (17 pages) (online article).
- Dyevre, A. (2010) Unifying the field of comparative judicial politics: towards a general theory of judicial behaviour. *European Political Science Review*, 2(2): 297-327 (31 pages) (online article).
- Follesdal, A. & Hix, S. (2006) Why there is a democratic deficit in the EU: A response to Majone and Moravcsik. *JCMS: Journal of Common Market Studies*, 44(3): 533-562 (30 pages) (online article).
- Gallagher, M. (2013) 'Electoral systems', chapter 10 in Caramani (ed.), *Comparative Politics*. New York & Oxford: Oxford University Press, pp. 184-188 (5 pages) (copy in compendium).
- Hall, Peter A. & Rosemary C.R. Taylor (1996) Political Science and the Three New Institutionalisms, *Political Studies* 44(5): 936-955 (20 pages) (online article).
- Hargreaves, S. & Homewood, M.J. (2013) *EU Law Concentrate: Law Revision and Study Guide*. Oxford University Press, pp. 1-20 (20 pages) (copy in compendium).
- Häge, F. M. & Kaeding, M. (2007) Reconsidering the European Parliament's legislative influence: Formal vs. informal procedures. *European Integration*, 29(3): 341-361 (21 pages) (online article).
- Jupille, J. & J. A. Caporaso (1999) Institutionalism and the European Union: beyond International Relations and Comparative Politics, *Annual Review of Political Science*, 2: 429-444 (16 pages) (online article)
- Keohane, Robert O. (1984), "After Hegemony: Cooperation and Discord in the World Economy," genoptrykt i Mingst, Karen A. & Jack L. Snyder (eds.) *Essential Readings in World Politics* (New York: W.W. Norton), pp. 338-354 (17 pages) (copy in compendium).
- Knudsen, Tonny Brems (2015) Primary institutions and international organizations: Theorizing continuity and change. Paper for the 9th Pan-European Conference on International Relations, Sicily, 23-26 September 2015 (27 pages) (copy in compendium).
- Kreppel, A. (2014) 'Typologies and Classifications' in S. Martin, T. Saalfeld & K.W. Strøm (eds.) *The Oxford Handbook of Legislative Studies*, Oxford: Oxford University Press, pp. 82-100 (19 pages) (copy in compendium).
- Loughlin, J. (2011) 'Federal and local government institutions', in Caramani (ed.) *Comparative Politics*. New York & Oxford: Oxford University Press, pp. 199-211 (13 pages) (copy in compendium).
- McAlister, I. & Studlar, D. (2002) 'Electoral systems and women's representation: a long-term perspective', *Representation* 39(1): 3-14 (12 pages) (online article).
- Moravcsik, Andrew & Frank Schimmelfennig (2009) 'Liberal Intergovernmentalism', in Antje Wiener & Thomas Diez (eds) *European Integration Theory*. 2nd edition. Oxford: Oxford University Press, pp. 67-87 (21 pages) (copy in compendium).

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- Niemann, A. & Ioannou, D. (2015) 'European economic integration in times of crisis: a case of neofunctionalism?' *Journal of European Public Policy*, 22(2): 196-215 (20 pages) (online article).
- Niemann, Arne & Philippe C. Schmitter (2009) 'Neo-functionalism', in Antje Wiener & Thomas Diez (eds) *European Integration Theory*. 2nd edition. Oxford: Oxford University Press, pp. 45-65 (21 pages) (copy in compendium).
- Peterson, J. (2016) 'Juncker's Political European Commission and an EU in Crisis', JCMS: *Journal of Common Market Studies*. Early View. (20 pages) (online article).
- Rasmussen, A. & Reh, C. (2013) The consequences of concluding codecision early: trilogues and intra-institutional bargaining success. *Journal of European Public Policy*, 20(7): 1006-1024 (19 pages) (online article).
- Schain, M.A. (2012) Politics in France in Powell, G.B., Dalton, R.J. & Strøm, K. *Comparative Politics Today. A World View*, 10th ed. Pierman, pp. 200-202+227-233 (10 pages) (copy in compendium)
- Schimmelfennig, Frank (2016) "NATO and institutional theories of international relations", in Mark Webber & Adrian Hyde-Price (eds.) *Theorising NATO New perspectives on the Atlantic alliance*. London: Routledge, pp. 93-115 (13 pages) (copy in compendium).
- Schimmelfennig, F. (2015) 'Liberal intergovernmentalism and the euro area crisis', *Journal of European Public Policy*, 22(2): 177-192 (16 pages) (online article).
- Sieberer, U. (2011) The Institutional Power of Western European Parliaments: A Multidimensional Analysis, *West European Politics*, 34(4): 731-754 (24 pages) (online article).
- Stein, Arthur A. (1982) Coordination and Collaboration: Regimes in an Anarchic World. *International organization*, 36(2): 299-324 (26 pages) (online article).
- Wlezien, C. & Soroka, S.N. (2011) 'Federalism and Public Responsiveness to Policy', *Publius: The Journal of Federalism* 41(1): 31-52 (22 pages) (online article).

4.2 Graduate Seminar Syllabus

Democracy and Representation: When, why, and how does public opinion matter?

Master's Seminar 214A

Department of Political Science, Aarhus University

Time: Mondays 8.00-11.00

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:

- understand the role of public opinion in contemporary developed democracies.
- describe and evaluate the theoretical and empirical links between voters and their representatives.
- assess the strengths and weaknesses of surveys when trying to uncover public opinion, and distinguish a good survey design from a bad one.
- determine patterns of unequal representation, as well as their causes and consequences.
- understand the role of politicians in shaping public opinion.
- compare the different conceptions of the citizen-representative link and their implications.

Course Content

How important is public opinion in representative democracies? Who gets listened to, and who gets ignored? When do politicians follow popular opinion and when do they shape it? In this course, we will explore these questions using research on contemporary democracies in the developed world. We begin by laying out the classical and state-of-the-art theories on the impact of public opinion on public policy. This will involve critically assessing the theoretical and empirical links between voters and their representatives, as well as the uses and abuses of survey data. Next, we investigate patterns of unequal representation, exploring their causes and consequences. We then turn the causal arrow around and consider the impact politicians have on attitudes in the short- and long-

term. Finally, we conclude by comparing different conceptions of the proper citizen-representative link and discussing when and to what extent public opinion should shape policy in a democracy.

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 16 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, electronic articles, and book chapters available as e-resources from the library.

Reading Load: The readings total just under 1200 pages.

COURSE OUTLINE AND READINGS

Unit 1: Introduction

Week 1: August 31

Why Study Public Opinion?

Berelson, Bernard. 1952. "Democratic Theory and Public Opinion." *The Public Opinion*

Quarterly 16: 313-30.

Back, Kurt W. 1988. "Metaphors for Public Opinion in Literature." *The Public Opinion Quarterly* 52: 278-88.

Verba, Sidney. 1996. "The Citizen as Respondent: Sample Surveys and American Democracy." *American Political Science Review* 90: 1-7.

Brady, Henry E. 2000. "Contributions of Survey Research to Political Science." *PS: Political Science and Politics* 33: 47-57.

Week 2: September 7

The Survey Method

Zaller, John, and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions Versus Revealing Preferences." *American Journal of Political Science* 36: 579-616.

Berinsky, Adam J. 2002. "Silent Voices: Social Welfare Policy Opinions and Political Equality in America." *American Journal of Political Science* 46: 276-87.

Biemer, Paul P. 2010. "Total Survey Error: Design, Implementation, and Evaluation." *Public Opinion Quarterly* 74: 817-48.

Unit 2: Exploring the Citizen-Policy Link

Week 3: September 14

Classical Approaches

Downs, Anthony. 1957. "An Economic Theory of Political Action in a Democracy." *Journal of Political Economy* 65: 135-50.

Key, Valdimer Orlando. 1961. *Public Opinion and American Democracy*. New York, NY: Knopf. Pp. 536-553, 555-556. [Available on Blackboard.]

Page, Benjamin I., and Robert Y. Shapiro. 1983. "Effects of Public Opinion on Policy." *The American Political Science Review* 77: 175-90.

Page, Benjamin I. 1994. "Democratic Responsiveness? Untangling the Links between Public Opinion and Policy." *PS: Political Science and Politics* 27: 25-29.

Week 4: September 21

Current Major Theories

Jones, Bryan D. 1994. *Reconceiving Decision-Making in Democratic Politics: Attention, Choice, and Public Policy*. Chicago, IL: University of Chicago Press. Pp. 224-239. [Available on

Blackboard.]

Stimson, James A, Michael B MacKuen, and Robert S Erikson. 1995. "Dynamic Representation." *American Political Science Review* 89: 543-65.

Wlezien, Christopher. 1995. "The Public as Thermostat: Dynamics of Preferences for Spending." *American Journal of Political Science* 39: 981-1000.

Burstein, Paul. 2010. "Public Opinion, Public Policy, and Democracy." In *Handbook of Politics: State and Society in Global Perspective*, ed. Kevin T Leicht. New York, NY: Springer. 63-79. [Available as an e-resource through the library.]

Week 5: September 28

The Impact of Political Institutions

Binzer Hobolt, Sara, and Robert Klemmensen. 2008. "Government Responsiveness and Political Competition in Comparative Perspective." *Comparative Political Studies* 41: 309-37.

Wlezien, Christopher, and Stuart N. Soroka. 2012. "Political Institutions and the Opinion–Policy Link." *West European Politics* 35: 1407-32.

Bevan, Shaun, and Will Jennings. 2014. "Representation, Agendas and Institutions." *European Journal of Political Research* 53: 37-56.

Bernauer, Julian, Nathalie Giger, and Jan Rosset. 2015. "Mind the Gap: Do Proportional Electoral Systems Foster a More Equal Representation of Women and Men, Poor and Rich?". *International Political Science Review* 36: 78-98.

Week 6: October 5

Democracy in the European Union

Follesdal, Andreas, and Simon Hix. 2006. "Why There Is a Democratic Deficit in the EU: A Response to Majone and Moravcsik." *Journal of Common Market Studies* 44: 533-62.

Mair, Peter, and Jacques Thomassen. 2010. "Political Representation and Government in the European Union." *Journal of European Public Policy* 17: 20-35.

Bellamy, Richard, and Dario Castiglione. 2011. "Democracy by Delegation? Who Represents Whom and How in European Governance." *Government and Opposition* 46: 101-25.

Bølstad, Jørgen. 2015. "Dynamics of European Integration: Public Opinion in the Core and Periphery." *European Union Politics* 16: 23-44.

*****No class October 12*****

Week 7: October 19

Uses and Abuses of Public Opinion Data

Druckman, James N, and Lawrence R Jacobs. 2006. "Lumpers and Splitters the Public Opinion Information That Politicians Collect and Use." *Public Opinion Quarterly* 70: 453-76.

Birney, Mayling, Michael J. Graetz, and Ian Shapiro. 2006. "Public Opinion and the Push to Repeal the Estate Tax." *National Tax Journal* 59: 439-61.

Savigny, Heather. 2007. "Focus Groups and Political Marketing: Science and Democracy as Axiomatic?". *The British Journal of Politics & International Relations* 9: 122-37.

Jacobs, Lawrence. 2011. "The Betrayal of Democracy: The Purpose of Public Opinion Survey Research and its Misuse by Presidents." In *Manipulating Democracy*, eds. LeCheminant, Wayne and John Parrish. London, UK: Routledge. 190-208. [Available on Blackboard.]

Unit 3: Who Gets Represented?

Week 8: October 26

"Default Man"

Griffin, John D, and Brian Newman. 2005. "Are Voters Better Represented?". *Journal of Politics* 67: 1206-27.

Schwindt-Bayer, Leslie A, and William Mishler. 2005. "An Integrated Model of Women's Representation." *Journal of Politics* 67: 407-28.

Griffin, John D, and Brian Newman. 2007. "The Unequal Representation of Latinos and Whites." *Journal of Politics* 69: 1032-46.

Fine, Jeffrey A, and Nadia N Aziz. 2013. "Does the Political Environment Matter? Arab-American Representation and September 11th." *Social Science Quarterly* 94: 551-68.

Week 9: November 2

The Rich

Flavin, Patrick. 2012. "Income Inequality and Policy Representation in the American States." *American Politics Research* 40: 29-59.

Flavin, Patrick. 2012. "Does Higher Voter Turnout among the Poor Lead to More Equal Policy Representation?". *The Social Science Journal* 49: 405-12.

Rosset, Jan, Nathalie Giger, and Julian Bernauer. 2013. "More Money, Fewer Problems? Cross-Level Effects of Economic Deprivation on Political Representation." *West European Politics* 36:

817-35.

Peters, Yvette, and Sander J Ensink. 2015. "Differential Responsiveness in Europe: The Effects of Preference Difference and Electoral Participation." *West European Politics* 38: 577-600.

Week 10: November 9

The Organised

Soule, Sarah A, and Brayden G King. 2006. "The Stages of the Policy Process and the Equal Rights Amendment, 1972–1982." *American Journal of Sociology* 111: 1871-909.

Mahoney, Christine. 2007. "Lobbying Success in the United States and the European Union." *Journal of Public Policy* 27: 35-56.

Gilens, Martin, and Benjamin I Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." *Perspectives on Politics* 12: 564-81.

Unit 4: What Shapes Public Opinion?

Week 11: November 16

Political Parties

Gabel, Matthew, and Kenneth Scheve. 2007. "Estimating the Effect of Elite Communications on Public Opinion Using Instrumental Variables." *American Journal of Political Science* 51: 1013-28.

Bullock, John G. 2011. "Elite Influence on Public Opinion in an Informed Electorate." *American Political Science Review* 105: 496-515.

Brader, Ted, Joshua A Tucker, and Dominik Duell. 2013. "Which Parties Can Lead Opinion? Experimental Evidence on Partisan Cue Taking in Multiparty Democracies." *Comparative Political Studies* 46: 1485-517.

Leeper, Thomas J, and Rune Slothuus. 2014. "Political Parties, Motivated Reasoning, and Public Opinion Formation." *Political Psychology* 35: 129-56.

Week 12: November 23

The Media

Gamson, William A., and Andre Modigliani. 1989. "Media Discourse and Public Opinion on Nuclear Power: A Constructionist Approach." *American Journal of Sociology* 95: 1-37.

Bovitz, Gregory L., James N. Druckman, and Arthur Lupia. 2002. "When Can a News Organization Lead Public Opinion? – Ideology Versus Market Forces in Decisions to Make News." *Public Choice* 113: 127-55.

Azrout, Rachid, Joost Van Spanje, and Claes De Vreese. 2012. "When News Matters: Media Effects on Public Support for European Union Enlargement in 21 Countries." *JCMS: Journal of Common Market Studies* 50: 691-708.

Week 13: November 30

Policy Feedback

Soroka, Stuart N, and Christopher Wlezien. 2005. "Opinion–Policy Dynamics: Public Preferences and Public Expenditure in the United Kingdom." *British Journal of Political Science* 35: 665-89.

Johnson, Martin, Paul Brace, and Kevin Arceneaux. 2005. "Public Opinion and Dynamic Representation in the American States: The Case of Environmental Attitudes." *Social Science Quarterly* 86: 87-108.

Larsen, Christian Albrekt. 2008. "The Institutional Logic of Welfare Attitudes: How Welfare Regimes Influence Public Support." *Comparative Political Studies* 41: 145-68.

Kelly, Nathan J., and Peter K. Enns. 2010. "Inequality and the Dynamics of Public Opinion: The Self-Reinforcing Link between Economic Inequality and Mass Preferences." *American Journal of Political Science* 54: 855-70.

Unit 4: Should Public Opinion Matter?

Week 14: December 7

Should We Trust Public Opinion?

Somin, Ilya. 1998. "Voter Ignorance and the Democratic Ideal." *Critical Review* 12: 413-58.

Bartels, Larry M. 2005. "Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind." *Perspectives on Politics* 3: 15-31.

Lupia, Arthur. 2006. "How Elitism Undermines the Study of Voter Competence." *Critical Review* 18: 217-32.

Arnold, Jason Ross. 2012. "The Electoral Consequences of Voter Ignorance." *Electoral Studies* 31: 796-815.

Week 15: December 14

Public Opinion and “Good” Democracies

Przeworski, A. (2010). *Democracy and the Limits of Self-Government*. Cambridge, UK: Cambridge University Press, pp. 99-117. [Available on Blackboard.]

Mansbridge, Jane. 2003. "Rethinking Representation." *American Political Science Review* 97:

515-28.

Druckman, James N. 2014. "Pathologies of Studying Public Opinion, Political Communication, and Democratic Responsiveness." *Political Communication* 31: 467-92.

4.3 Lecture Activities

- *Rote memorization exercise with partner:* helping students to memorize complicated institutional setups

ALPHABET SOUP EXERCISE

| INSTITUTION | FUNCTION |
|-------------------------|---|
| 1) EC | a) General direction; crisis resolving |
| 2) The European Council | b) National ministers; upper chamber |
| 3) Council | c) Rules on legal cases |
| 4) EP | d) Sets interest rates |
| 5) ECJ | e) Proposes legislation; day-to-day running of EU |
| 6) ECB | f) Legislative lower chamber |

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ALPHABET SOUP EXERCISE

| INSTITUTION | FUNCTION |
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| 5) ECJ | e) Proposes legislation; day-to-day running of EU |
| 6) ECB | f) Legislative lower chamber |

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- *Recap exercise in small groups:* helping students to grasp unintuitive concepts

RECAP

Comitology – nothing to do with comets



With a partner, discuss the following two questions?

- 1) What is comitology?
- 2) What does it have to do with the EU executive?

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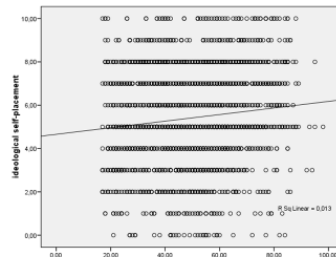
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- *Two think-pair-share activities:* helping students to apply methodological concepts, with an eye to conducting (exercise on top slide) and analysing research (exercise on bottom slides)

Think-Pair-Share: Pearson's r Example

Figure 1: Scatterplot of the association between age and ideological self-placement on the left-right scale

$$r = 0.116$$



What does the Pearson's r tell us about the linear association between the respondents' age and their ideological self-placement?

- Is there an association?
- What's its direction?
- What's its strength?

Source: The Danish Election Study 2005, N 2201. 63 respondents have been excluded from the analysis because they answered 'don't know'. Ideological self-placement was measured on a 10-point scale where 0 = very left-wing and 10 = very right-wing.

Judging Research

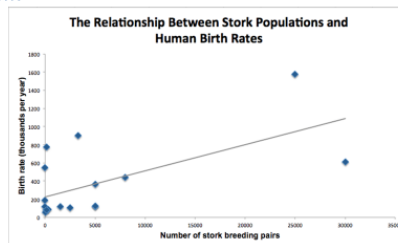
- **An example:** Where do babies come from?

- Is there a theoretical explanation?

Yes!

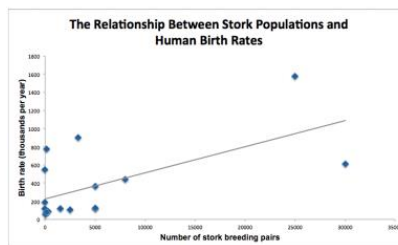
- Is there a correlation?

Yes!



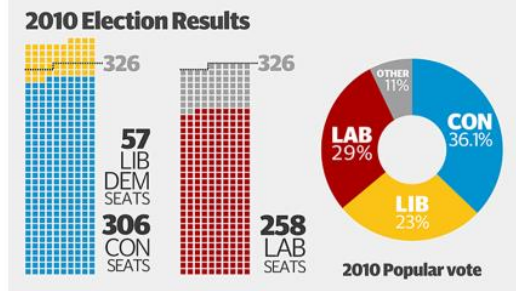
Judging Research: Think-pair-share

- What's wrong with this study?
- What type of validity problem is there?
- Give an example of how each of the other validity issues might be applied to this study (recall: the types are internal, external, & measurement)



- *Theory application group activity*: helping students to internalize a theory by applying it to the real-world (following brief introduction to the case)

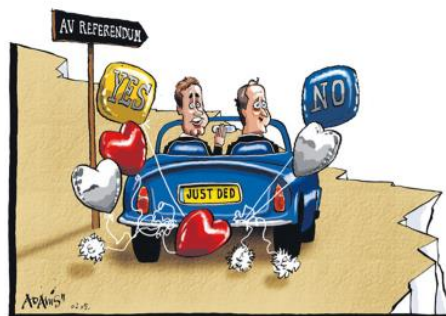
UK Example – “an inverse relationship between having the *will* and the *power*” (Mitchell, 2005: 174)



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THEORY APPLICATION

Why would the (centrist) Lib Dems prefer AV to SMP?

1. How would AV potentially benefit the Lib Dems?
2. How would AV potentially hurt Labour and the Conservatives?
(Hint: think about tactical voting)

Number the boxes
from 1 to 9 in the
order of your choice.

- ☐ WARD, Sam
Lib
- ☐ HYND, Denise
Chief Whip, Conservative Party
- ☐ HALLAM, Keith
Chief Whip, Labour Party
- ☐ TAYLOR, Peter
Liberal Democrat Party
- ☐ HOPKINSON, Sylvia
Liberal Democrat Party
- ☐ KEENAN, Michael
Liberal Democrat Party
- ☐ DESATOV, Tamara
Liberal Democrat Party
- ☐ PATRICK, Alex
Liberal Democrat Party
- ☐ NONE OF THE ABOVE

Put the ballot paper, place it in the envelope
on which the postal and certificate is printed and
tuck the envelope.

Remember...number every box
to make your vote count.



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4.4 Tutorial Exercises

Political Institutions, Spring 2017

Class 5: Representation in federal systems

As we discussed in lecture, federalism has important implications for the way democracies work. One crucial implication relates to the extent of democratic accountability, since it can be difficult in a federation to disentangle the issues that matter for elections at the federal versus subnational levels. The tutorial this week therefore focuses on the extent to which voters are able to sort out which policy actions and responsibilities belong to which levels of government. The discussion will start from Wlezien and Soroka's investigation of public responsiveness in Canada. In your groups, you will then conduct your own research on the Canadian federation to better understand not only how federalism works in practice, but also the difficulties in assigning responsibility for policy outcomes.

Questions:

1. Describe the concept of "public responsiveness" on the basis of this text. Why might federalism increase or decrease public responsiveness?
2. Discuss, based on the empirical findings of the paper, whether federalism affects public responsiveness.
3. Imagine you live in Québec, Canada. You are angry at the government because...

| Option A | OR | Option B |
|--|----|--|
| a) There are always long lines at the post office; b) a lot of new immigrants have recently moved into your town; c) and you have no access to affordable childcare. | | a) A foreign army occupied your town for a week last month; b) your (public) pension has been cut in half; c) and the local hospital has been shut down. |

Which level of government (provincial or federal) should you hold accountable for each of these complaints? Choose Option A or B and conduct some research* in order to answer the question. NB: the answer may not always be as straightforward as you might think. (*Study groups provide the answer for question 3 on 2-3 slides and upload them on blackboard by Wednesday 23:59.*)

* Some potential sources include:

- http://www.lop.parl.gc.ca/About/Parliament/Education/ourcountryourparliament/html_booklet/di-vision-powers-e.html
- <http://laws-lois.justice.gc.ca/eng/const/page-4.html#h-17>
- **Option A:** <http://www.lop.parl.gc.ca/content/lop/researchpublications/prb0420-e.htm> (section: The Federal Role in Child Care) & <http://www.fin.gc.ca/fedprov/cst-eng.asp>
- **Option B:** <http://www.lop.parl.gc.ca/content/lop/researchpublications/prb0858-e.htm> (section: The Federal Spending Power) & <http://www.fin.gc.ca/fedprov/cht-eng.asp>

Readings:

Wlezien, C., and Soroka, S.N. (2011) 'Federalism and Public Responsiveness to Policy.' *Publius: The Journal of Federalism* 41(1): 31-52.



Module 5: Quantitative bivariate analysis

Please bring a laptop for additional in-class exercises!

All study groups should solve the exercises below.

For Exercises 1, 2, and 3, *discuss* the questions below with the other students in your study group, and *write down* your study group's answers in one joint document. *Upload* these answers in a document (.doc, .docx, or .rtf) or PDF in a blog entry in response to the Blog for 'Group Exercises, Module 5' – by 9:00 p.m., Wednesday, October 26.

Answers to Exercise 4 should be prepared so that each group's work can be presented in the discussion class for the other students using a **Power Point Presentation** (max 3 slides).

Note, the two appendices you will need to answer these questions are at the end of this document.



Exercise 1

The purpose of exercises 1-3 is to train your ability to analyse relationships between two variables.

Table 1: Political science students by their high school education and their attitudes towards income redistribution. Row percentages. 2007.

| Type of high school education | Attitude towards income redistribution | | | |
|-------------------------------|--|---|-------|-----------|
| | Agrees that the income differences still are too big | Agrees that the income redistribution is sufficient | Total | Frequency |
| Language student | 65.5 | 34.5 | 100.0 | 58 |
| Mathematical student | 50.0 | 50.0 | 100.0 | 92 |
| Total | 56.0 | 44.0 | 100.0 | 150 |

Note. 57 respondents were excluded from the analysis because they answered “don’t know or “do not agree with any of the statements” on the question concerning income redistribution, or because they have another high school education than the gymnasium.

Table 1 shows the bivariate relationship between high school education and attitudes towards income redistribution. The data come from a survey collected among political science students at Aarhus University in 2007.

1. What can you say about the relationship between high school education and attitudes towards redistribution based on the findings in Table 1? Does there seem to be a difference between math and language students?



Exercise 2

Investigate whether there is an association between GDP per capita 1997 and human development (HDI) 1997 by means of Figure 1 in Appendix 1:

1. What is the level of measurement of the variables?
2. Are there observations that appear to be outliers in Figure 1?
3. What is the central pattern in the data in Figure 1? What would you tell your readers?
4. What does the r tell us about the statistical association between GDP per capita 1997 and human development 1997?
5. Does your analysis, which is technically correct, advance our knowledge of the actual causes of human development? Does the relationship you identified satisfy the criteria for a causal relationship? Why or why not?



Exercise 3

Investigate whether there is a relationship between GDP per capita in 1997 and the level of democracy in 2006 by means of Appendix 2, Figure 2-3:

1. What is the level of measurement of the variables?
2. Are there observations which appear to be outliers in Figure 2?
3. What is the central pattern in the data in Figure 2? What is the relationship between GDP per capital and the level of democracy?
4. What does the r tell us about the statistical association between GDP per capita in 1997 and the level of democracy in 2006?
5. Does your analysis, which is technically correct, advance our knowledge of the actual causes of democracy? Does the relationship you identified satisfy the criteria for a causal relationship? Why or why not?
6. Figure 3 illustrates the relationship between GDP per capita in 1997 and the level of democracy in 2006 when Arab oil states are excluded (i.e. the United Arab Emirates). Does the exclusion of the Arab oil states change the association between GDP per capita in 1997 and the level of democracy in 2006?



Exercise 4

The purpose of this exercise is to strengthen your ability to present bivariate relationships in graphs and in tables, interpret the graphs and tables substantially, and describe the relationships.

Table 2: The relationship between agreement with the statement that a child who has not begun primary school will suffer if the mother works outside the home and gender. Count (n =1299). 2002.

| | | Agreement with the statement that a child who has not begun primary school will suffer if the mother works outside the home | | | | | |
|--------|--------------|---|----------------|----------------------------|-------------------|---------------------|-----------|
| | | Agree completely | Agree somewhat | Neither agree nor disagree | Disagree somewhat | Disagree completely | Row total |
| Gender | Male | 69 | 163 | 67 | 112 | 181 | 592 |
| | Female | 50 | 139 | 83 | 140 | 295 | 707 |
| | Column Total | 119 | 302 | 150 | 252 | 476 | 1299 |

Note: The data come from the International Social Survey Program's survey on family life in Denmark. 1379 respondents completed the survey. The 80 respondents who answered "don't know" or failed to provide a response to one of the two questions in table 2 have been excluded from Table 2.

Your task is to make a bivariate analysis of the relationship between gender and agreement with the statement that a child who has not begun primary school will suffer if the mother works outside the home. Agreement was measured on the following scale:

1. Agree completely
2. Agree somewhat
3. Neither agree nor disagree
4. Disagree somewhat
5. Disagree completely
6. Don't know.



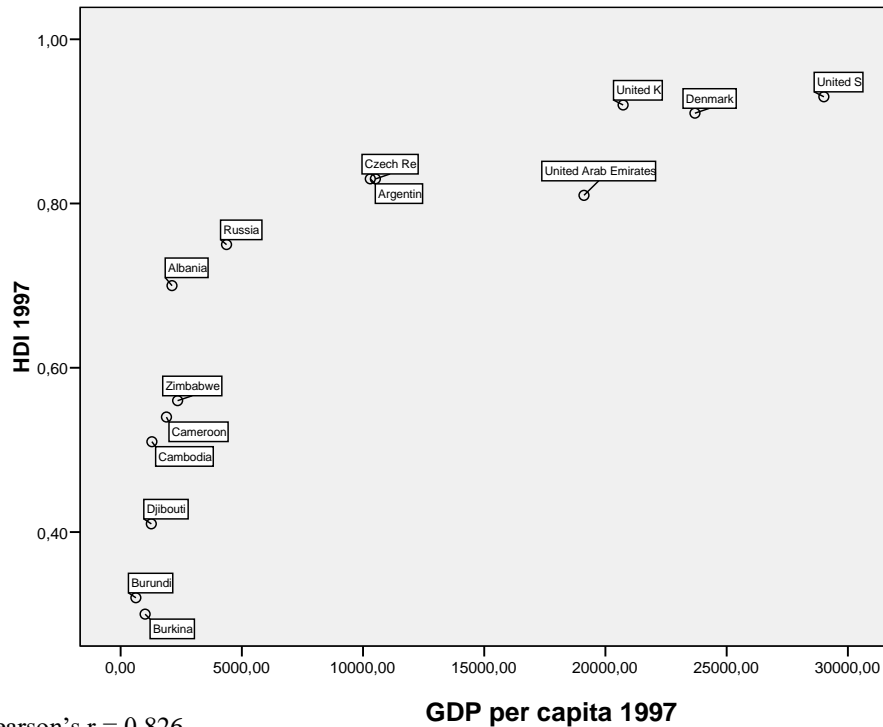
In the following analysis, treat gender as the independent variable and the answer for “agreement with the statement that a child who has not begun primary school will suffer if the mother works outside the home” as the dependent variable.

1. What is the level of measurement of the variable “agreement with the statement that a child who has not begun primary school will suffer if the mother works outside the home”?
2. Use the data in Table 2 above to investigate the effect of gender on agreement with the above statement.
 - a. With gender as the independent variable in your analysis, calculate the row percentage of the data in Appendix 3.
 - b. Using the percentages that you have calculated, present a percentage table (a table of percentages) that displays the relationship between gender and “agreement with the statement that a child who has not begun primary school will suffer if the mother works outside the home”.
 - c. Using your percentage table, discuss what we can say about the relationship between gender and the agreement with the statement that a child who has not begun primary school will suffer if the mother works outside the home. What would you tell your reader?
 - d. Finally, prepare a graph that could serve as an alternative presentation of the table you prepared for part (b) of this question.



Appendix 1

Figure 1: Human development index (HDI) 1997 and GDP per capita 1997. Data from Freedom House and DEMSTAR database.



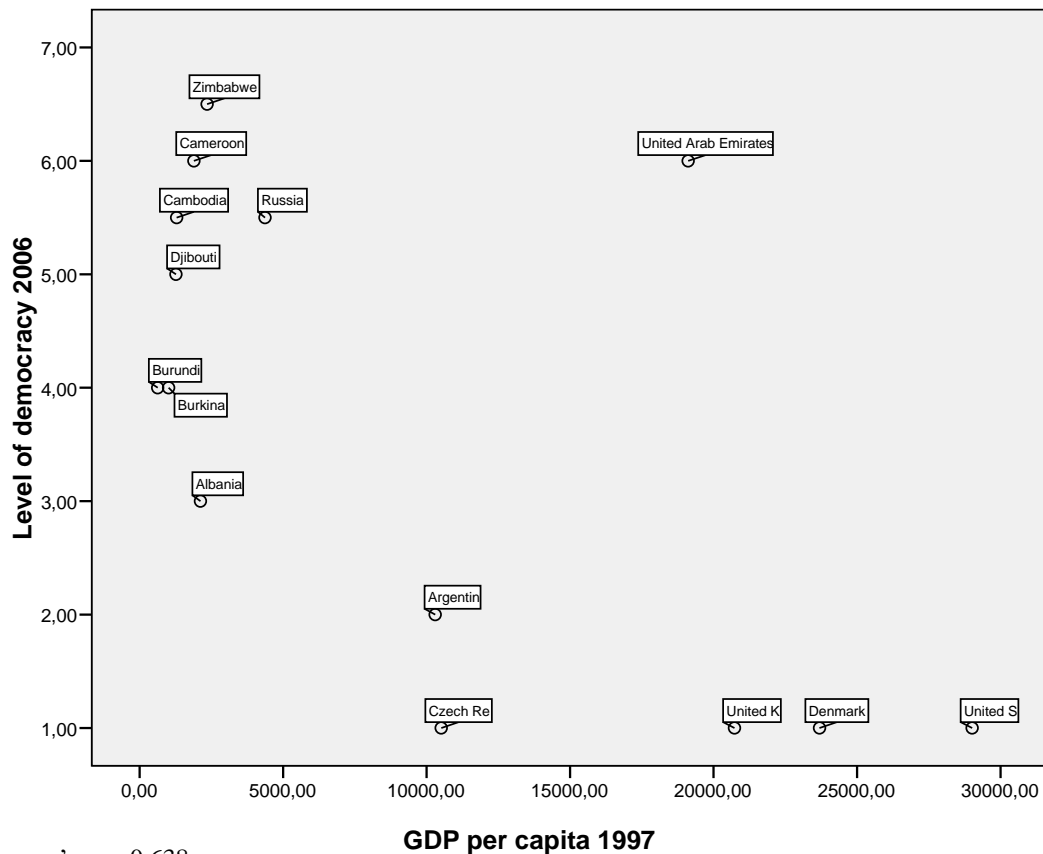
Pearson's $r = 0.826$

Note. HDI 1997 is measured on a scale ranging from 0 to 1 – high values indicate a high degree of human development



Appendix 2

Figure 2: Level of democracy in 2006 and GDP per capita 1997. Data from Freedom House and DEMSTAR database.

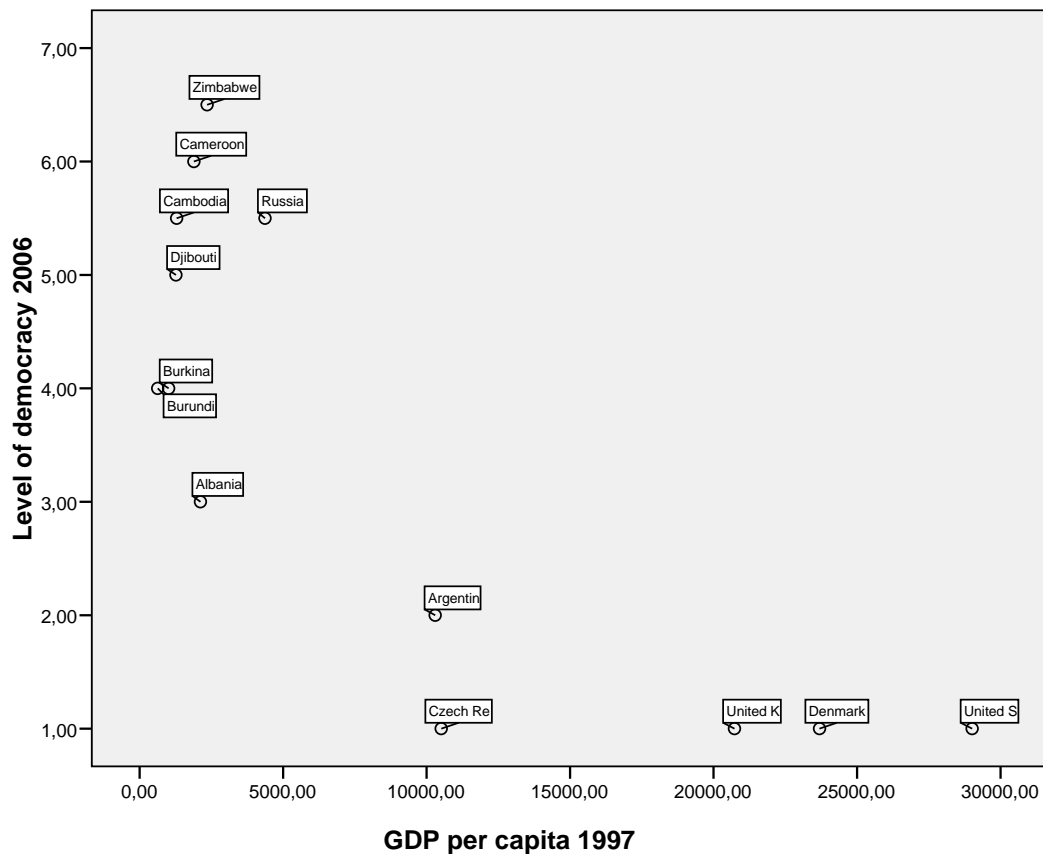


Pearson's $r = -0,638$

Note. The level of democracy is measured on a scale ranging from 1 to 7 – low values indicate a high level of democracy.



Figure 3: Level of democracy in 2006 and GDP per capita 1997 when Arab oil states are excluded. Data from Freedom House and DEMSTAR database.



Pearson's $r = -0,802$

Note. The level of democracy is measured on a scale ranging from 1 to 7 – low values indicate a high level of democracy.

4.5 Writing Workshop Activity

Instructions:

- 1) *Read through the examples on your own and mark down a grade for each*
 - *Three excerpts from a hypothetical introductory paragraph:*
 - *Topic introduction; thesis; essay structure overview*
 - *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 institutional 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 formal feedback after he sat in on one of my classes as part of a pedagogical course. The rest of the section then provides student evaluations from my courses, which are listed here in chronological order. (Please note that some of the student comments are written in Danish.)

5.1 Teaching Supervision Feedback

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.



1
August 29, 2013

----- MCGILL UNIVERSITY COURSE EVALUATION -----

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: POL1357 001 : Politics: Contemporary Europe

TERM CODE: 201305 MERCURY

INSTRUCTOR: Anthony Kevins

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 DEV | DEPT MEAN | DEPT COURSE MEAN | FIRST LINE OF QUESTION TEXT |
|---------------|------------------|-----------------------|---|---|---|----|----------------------|---|---|----|----|------------|--------------|------------------------|-----------------------------|
| | | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | | | |
| 0001 | 10 | | 2 | 6 | 2 | | | | | 20 | 60 | 20 | 4.0 | 0.7 | 4.2 |
| 0002 | 10 | | 1 | 5 | 4 | | | | | 10 | 50 | 40 | 4.3 | 0.7 | 4.3 |
| 0003 | 10 | 1 | | 6 | 3 | | | | | 60 | 30 | | 4.0 | 1.2 | 4.4 |
| 0004 | 10 | | | 6 | 4 | | | | | 60 | 40 | | 4.4 | 0.5 | 4.3 |
| 0005 | 10 | | 1 | 2 | 3 | 4 | | | | 10 | 20 | 30 | 4.0 | 1.1 | 4.1 |
| 0006 | 10 | | 1 | 3 | 5 | 1 | | | | 10 | 30 | 50 | 4.3 | 1.0 | 4.5 |
| 0007 | 10 | | 5 | 5 | 5 | | | | | 50 | 50 | 10 | 4.5 | 0.5 | 4.1 |
| 0008 | 10 | | 1 | 1 | 1 | 7 | | | | 10 | 10 | 70 | 4.4 | 1.1 | 4.1 |
| 0009 | 10 | | 1 | | 9 | | | | | 10 | | 90 | 4.7 | 0.9 | 4.6 |
| 0010 | 10 | | 1 | 3 | 5 | | | | | 10 | 30 | 50 | 4.2 | 1.0 | 3.9 |
| 0011 | 10 | | 1 | 4 | 5 | | | | | 10 | 40 | 50 | 4.4 | 0.7 | 4.1 |
| 0012 | 10 | | 1 | 5 | 4 | | | | | 10 | 50 | 40 | 4.3 | 0.7 | 4.1 |
| 0014 | 10 | | | | | 10 | | | | | | | 100 | 0.0 | 5.0 |
| 0015 | 8 | | | | | 8 | | | | | | | 100 | 0.0 | 5.0 |

*** 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



1
January 7, 2014

----- MCGILL UNIVERSITY COURSE EVALUATION -----

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: POL1357 001 : Politics: Contemporary Europe

TERM CODE: 201309 MERCURY

INSTRUCTOR: Anthony Kevins

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 DEV | DEPT MEAN | DEPT COURSE MEAN | FIRST LINE OF QUESTION TEXT |
|---------------|------------------|-----------------------|----|----|----|----|----------------------|----|----|----|----|------------|--------------|------------------------|--|
| | | 1 | 2 | 3 | 4 | 5 | N/A | 1 | 2 | 3 | 4 | 5 | | | |
| 0001 | 30 | 1 | 6 | 6 | 13 | 4 | | 3 | 20 | 43 | 13 | 3.4 | 1.1 | 4.0 | 4.1 OVERALL, THIS IS AN EXCELLENT COURSE. |
| 0002 | 30 | 2 | 1 | 4 | 10 | 13 | | 7 | 3 | 13 | 33 | 4.0 | 1.2 | 4.3 | 4.4 OVERALL, I LEARNED A GREAT DEAL FROM THIS COURSE. |
| 0003 | 29 | 1 | 1 | 5 | 11 | 11 | | 3 | 3 | 17 | 38 | 4.0 | 1.0 | 4.1 | 4.3 A.K.: OVERALL, I LEARNED A GREAT DEAL FROM THIS COURSE. |
| 0004 | 30 | 2 | 2 | 3 | 13 | 10 | | 7 | 7 | 10 | 43 | 3.9 | 1.2 | 4.1 | 4.3 A.K.: OVERALL, I LEARNED A GREAT DEAL FROM THIS INSTRUCTOR. |
| 0005 | 30 | 2 | 1 | 4 | 13 | 10 | | 7 | 3 | 13 | 43 | 3.9 | 1.1 | 3.9 | 4.0 A.K.: LECTURE(S) GIVEN BY THIS INSTRUCTOR WERE EFFECTIVE. |
| 0006 | 30 | 2 | 2 | 7 | 17 | 2 | | 7 | 23 | 57 | 7 | 4.3 | 1.1 | 4.0 | 4.3 OVERALL, THIS COURSE WAS INTELLECTUALLY CHALLENGING. |
| 0007 | 30 | 1 | 2 | 4 | 14 | 12 | | 3 | 7 | 13 | 47 | 4.3 | 0.7 | 4.2 | 4.3 OVERALL, THIS COURSE WAS INTELLECTUALLY CHALLENGING. |
| 0008 | 30 | 1 | 2 | 4 | 9 | 14 | | 3 | 7 | 13 | 30 | 4.1 | 1.1 | 4.1 | 4.2 THE COURSE OBJECTIVES WERE CLEARLY EXPLAINED. |
| 0009 | 30 | 2 | 3 | 1 | 4 | 25 | | 3 | 3 | 13 | 83 | 4.8 | 0.5 | 4.1 | 4.3 STUDENTS WERE INVITED TO SHARE THEIR IDEAS AND KNOWLEDGE. |
| 0010 | 30 | 2 | 3 | 6 | 12 | 7 | | 7 | 10 | 20 | 40 | 3.6 | 1.2 | 4.0 | 4.2 TESTS, ASSIGNMENTS AND OTHER REQUIRED WORK FOR THE COURSE WERE APPROPRIATE. |
| 0011 | 30 | 2 | 8 | 16 | 4 | | | 7 | 27 | 53 | 13 | 3.7 | 0.8 | 3.9 | 4.1 THE EVALUATION METHODS USED IN THIS COURSE WERE APPROPRIATE. |
| 0012 | 30 | 2 | 16 | 12 | | | | | | | | 4.3 | 0.6 | 4.0 | 4.2 COURSE MATERIALS (E.G., READINGS, LECTURE NOTES, EXERCISES, AUDIO-VISUAL PRESENTATIONS E |
| 0014 | 30 | 4 | 9 | 6 | 7 | 4 | | 13 | 30 | 20 | 23 | 3.6 | 1.1 | 4.1 | 3.9 THE TA WAS EFFECTIVE IN FULFILLING HIS/HER ROLE. |
| 0015 | 14 | | | | 14 | | | | | | | 100 | 0.0 | 1.3 | 1.3 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
- Exercises 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% |



Individual report for 214A Democracy and Representation: When, why, and how does public opinion matter? (Anthony Kevins)

Course evaluations Fall 2015

Project Audience 11
Responses Received 11
Response Ratio 100%

Subject Details

Department Political Science
Niveau Kandidat
Semester E2015

Report Comments

Topics and questions

Balancing expectations

The lecturer clearly communicated what he or she expected of us on this course

Feedback

During the course I continuously had the opportunity to apply what I had learnt and in that connection solve any uncertainties and misunderstandings

Structure of the course

The course was well-structured; e.g. the purpose of the individual course material and activities was clear to me

EDU-IT

The course website on Blackboard supported the teaching and learning activities

Loyalty among fellow students

On this course, it has been possible for me to get help and support from my fellow students when I encountered academic problems

Student commitment and participation

I have actively participated in the teaching and learning activities of the course both during and in between the classes

The lecturer's commitment

The lecturer(s) made an effort to understand the difficulties we might have with the material

The lecturer(s) was/were good at explaining the material

The student teacher's commitment

The student teacher was good at explaining the material

The student teacher made an effort to understand where I and my fellow students might have difficulties understanding the material

The student teacher gave us good advice on how to work with the material and how to solve the exercises

Scale

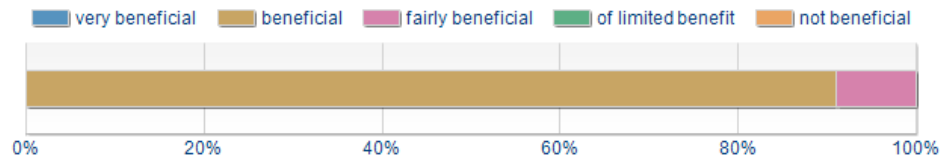
A=Agree(5) MA=Mostly agree(4) Neutral=Neutral(3) MD=Mostly disagree(2) D=Disagree(1)

Creation Date Fri, Dec 11, 2015





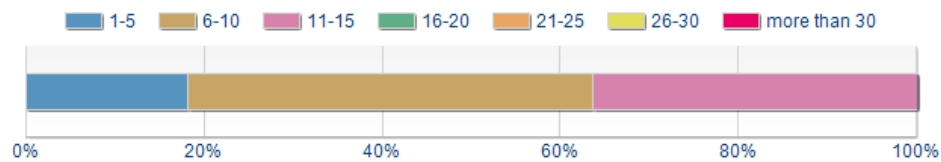
Self-assessment of benefits



Overall outcome

| | Response count | Mean | Very significant outcome | Significant outcome | Some outcome | Limited outcome | No outcome |
|--|----------------|------|--------------------------|---------------------|--------------|-----------------|------------|
| I assess the overall outcome of the course as: | 11 | 3.9 | 0.0 % | 90.9 % | 9.1 % | 0.0 % | 0.0 % |

On the average, I have spent this many hours per week on this course (participation + preparation):

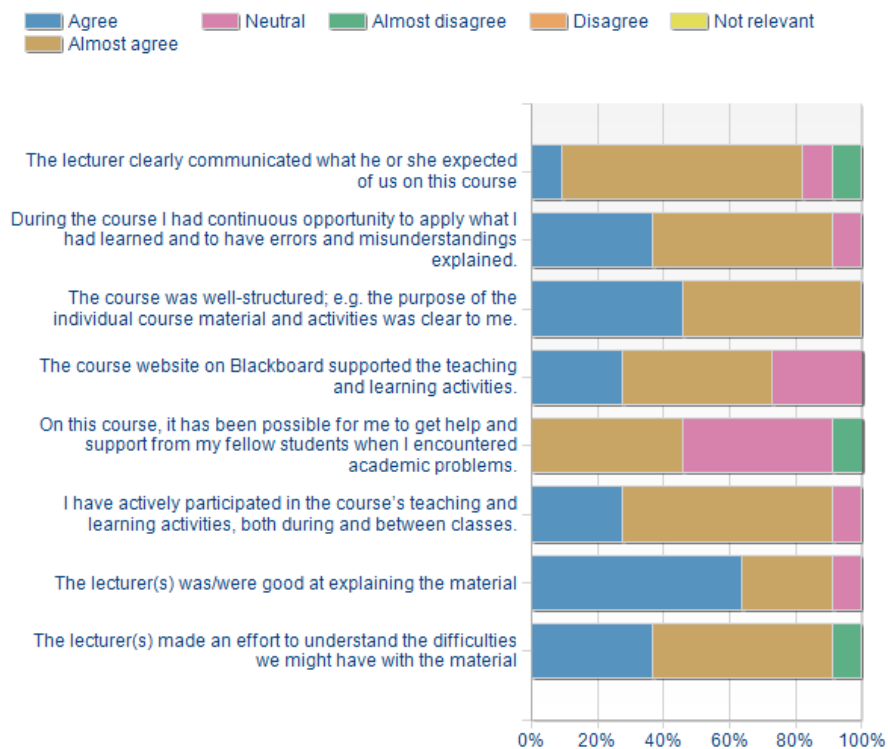


Hours spent on the course

| | Mean | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | Over 25 |
|---|------|--------|--------|--------|-------|-------|---------|
| On the average, I have spent this many hours per week on this course (participation + preparation): | 8.8 | 18.2 % | 45.5 % | 36.4 % | 0.0 % | 0.0 % | 0.0 % |

BSS course evaluations - E2015

All questions



All questions

| | Mean | N | A | MA | Neutral | MD | D |
|---|------|----|--------|--------|---------|-------|-------|
| The lecturer clearly communicated what he or she expected of us on this course | 3.8 | 11 | 9.1 % | 72.7 % | 9.1 % | 9.1 % | 0.0 % |
| During the course I had continuous opportunity to apply what I had learned and to have errors and misunderstandings explained. | 4.3 | 11 | 36.4 % | 54.5 % | 9.1 % | 0.0 % | 0.0 % |
| The course was well-structured; e.g. the purpose of the individual course material and activities was clear to me. | 4.5 | 11 | 45.5 % | 54.5 % | 0.0 % | 0.0 % | 0.0 % |
| The course website on Blackboard supported the teaching and learning activities. | 4.0 | 11 | 27.3 % | 45.5 % | 27.3 % | 0.0 % | 0.0 % |
| On this course, it has been possible for me to get help and support from my fellow students when I encountered academic problems. | 3.4 | 11 | 0.0 % | 45.5 % | 45.5 % | 9.1 % | 0.0 % |

BSS course evaluations - E2015

| | Mean | N | A | MA | Neutral | MD | D |
|---|------|----|--------|--------|---------|-------|-------|
| I have actively participated in the course's teaching and learning activities, both during and between classes. | 4.2 | 11 | 27.3 % | 63.6 % | 9.1 % | 0.0 % | 0.0 % |
| The lecturer(s) was/were good at explaining the material | 4.5 | 11 | 63.6 % | 27.3 % | 9.1 % | 0.0 % | 0.0 % |
| The lecturer(s) made an effort to understand the difficulties we might have with the material | 4.2 | 11 | 36.4 % | 54.5 % | 0.0 % | 9.1 % | 0.0 % |

Open-ended questions

Which parts of the course have been particularly beneficial for your learning?

| Students |
|---|
| We have had the opportunity to talk a lot - Which has helped the understanding of the texts and the themes and at the same time improved our language skills. |
| -Feedback round on the Synopsis -Group work/ Discussion in class -PowerPoint Summerizes |
| The texts and class discussions |
| There has generally been a good follow up on the texts for the different topics. Good that the teacher has used examples from real life where we have been able to use the insights from the texts. |
| Underviseren har virket ok engageret, og har forsøgt sig med forskellige gruppeøvelser (fungeret af varierende grad), ok struktur på pensum, godt med læsespørgsmål til pensum (men kunne godt være lidt mere konkrete) |
| -Discussions of articles |
| In general, I think that the ordinary discussions in class were quite useful. |
| Discussions in class, presentation of the synopsis. |
| The readings have been good and made more manageable by questions of "where to focus attention". Class discussions helped me better understand the texts and how the different arguments relate to each other. I also like when we incorporate examples from "real life". No part of the syllabus has been more beneficial than others in terms of academical payoff - I think all parts of the course are needed to understand public opinion and representation. But the last half (from unit three onwards) has piqued my interest the most. |

Do you have any suggestions for improving the course? Have you missed anything?

| Students |
|---|
| You could consider to be more theme-focused. Instead of focusing on each of the texts individually, which we have done for the majority of the seminar, the teaching could be more case/problem-focused. In that way we would use the texts to a larger extent. |
| -Better Connection to the previous classes --> Link between the issues |
| The class discussions were too long at times |
| Better and more clear guidelines of the synopsis |
| Since the course is focused on democracy it would probably be good to maybe have one class presenting different views of what democracy actually entails. Maybe that could make the discussions on the different topics' consequences on democracy a bit more nuanced since the consequences ultimately hinges on the perception on what democracy actually is. |
| Meget ensidig undervisning: den samme struktur hver evig eneste gang, hvor underviseren spørger hvad hovedpointen er i hver enkelt tekst (en efter en), og bare venter på at folk rækker hånden. Selvfølgelig skal der være studenteraktivitet, men det ville ikke skade hvis underviseren også havde fremlagt noget af pensum, og så kunne man have diskuteret det bagefter. |
| Der kunne godt have været bedre forberedelser til eksamen - det er en synopsis eksamen, men vi har ikke fået nogen information om, hvad han forventer af præsentationen, synopsisen eller andet, og det kan være lidt svært, når man sidder med sin første synopsis eksamen og ikke aner hvad man skal gøre. Derudover synes jeg det er fint nok, at han har givet mulighed for at man har kunne vælge sig ind på et emne og lave en synopsis og så fremlægge den og få feedback. |
| Anthony taler meget hurtigt - har kommenteret det før - har svært ved at høre hvad han siger. |
| Derudover bærer faget MEGET præg af, at det er meget lavt på folks prioriteringsliste (fra nr. 10 og nedefter) - og det er virkelig problematisk for ens læring og den aktivitet der er på tiden. Det bærer præg af et fag, hvor der er mange, som ikke har ønsket faget og egentlig bare er her for 10 ETCS. |

BSS course evaluations - E2015

-Lecturer can add more value to articles

I thought it could be useful with even more empirical cases for discussions on class.

Provide (electronic) reader (e.g. use Dropbox) to prevent download problems.

I would have liked more articles studying cases outside the US, but I guess that's more of a problem with the general literature than the course itself.

I think the way that we did the synopsis presentations was not the best . I think it would have given a higher payoff if we had 3-4 small meetings of four students (all having written a synopsis) and Anthony instead of presentations before the whole class. Perhaps people would feel safer to speak up and give better feedback and there would be more time for questions etc. Last time I had a synopsis seminar this was how we did it, and I think it worked better.

1. Course Details

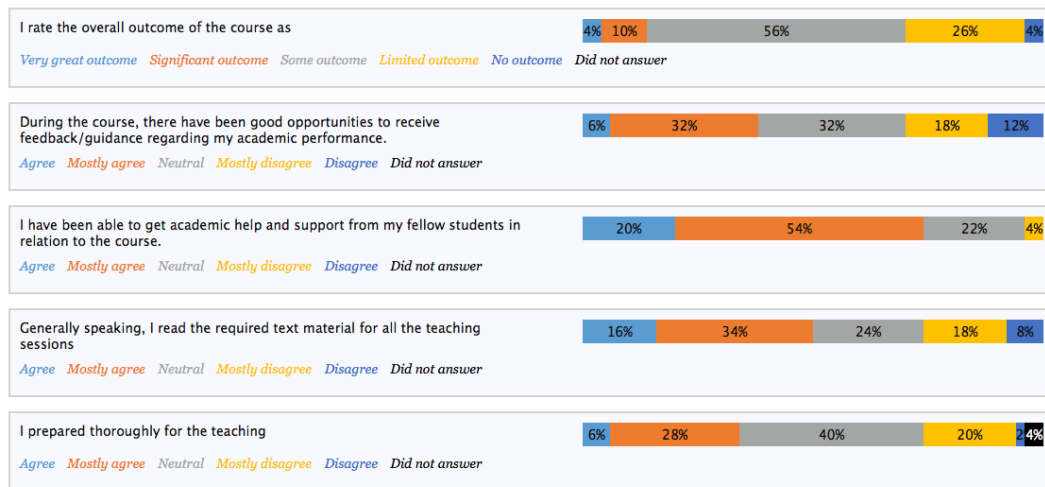
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Id BB-Cou-Hold-2832
Education Erasmus Mundus – master in Journalism, Media and Globalisation

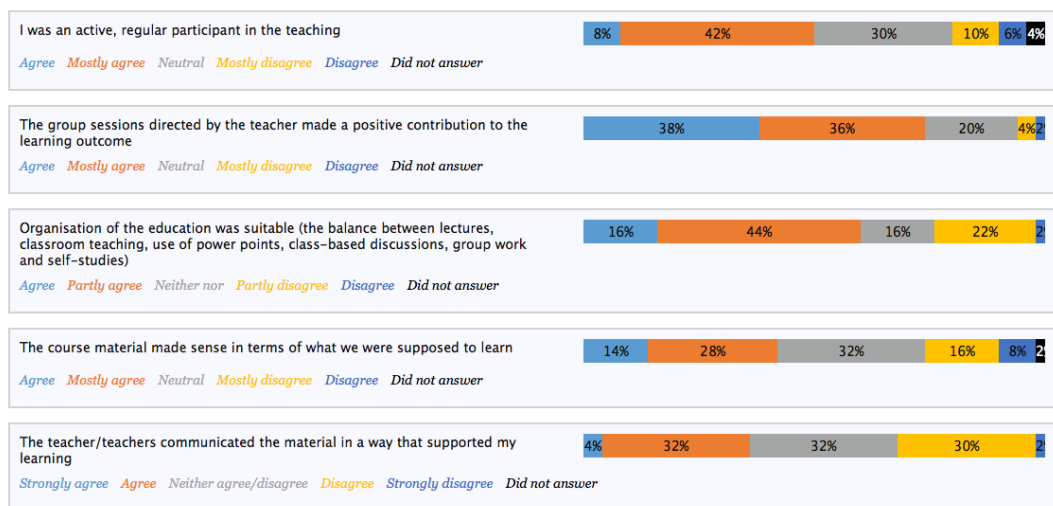
2. Evaluation Details

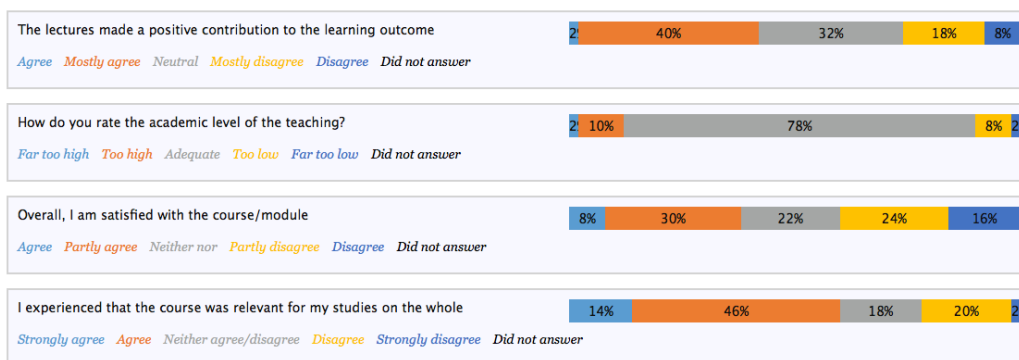
Name Efterår 2016
Term Efterårssemestret 2016
Population 82
Respondents 50
Response Rate 60 %

3. Results

☐ Show results in Danish







| | 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 skrivelsen 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 preparations 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 ource material to us. A few times he has also spent a great deal of time explaining what went on a the lecture, 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 forelæsningsne. På den måde fik vi mere med fra forelæsningsne, men det betød også af holdtime spørgsmålene 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 startede 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 didnt 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, strukturafrsnit 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. |



Evaluation report: F17 - Politiske institutioner: Vestlige lande, EU og udenrigspolitik - ClassF01 [431151U046] to Anthony Kevins

(S17)BSS_Course_Evaluations

Project Audience 320

Responses Received 224

Response Ratio 70.0%

Subject Details

ECTS 10

Niveau Bachelor

Report Comments

Scale

Agree=5

Mostly agree=4

Neutral=3

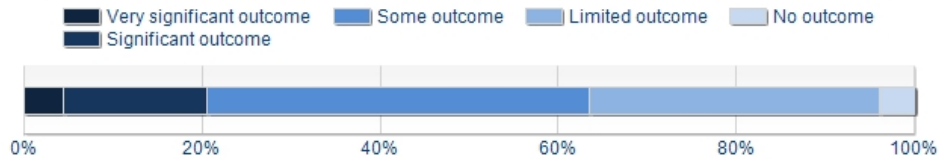
Mostly disagree=2

Disagree=1

Creation Date Sun, May 14, 2017



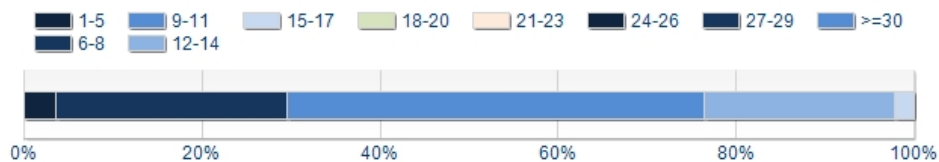
Overall outcome



Overall outcome

| | Response count | Mean | Very significant outcome | Significant outcome | Some outcome | Limited outcome | No outcome |
|--|----------------|------|--------------------------|---------------------|--------------|-----------------|------------|
| I rate the overall outcome of the course as: | 224 | 2.8 | 4.5 % | 16.1 % | 42.9 % | 32.6 % | 4.0 % |

On average, I have spent this many hours per week on this course (participation in teaching, activities and preparation)

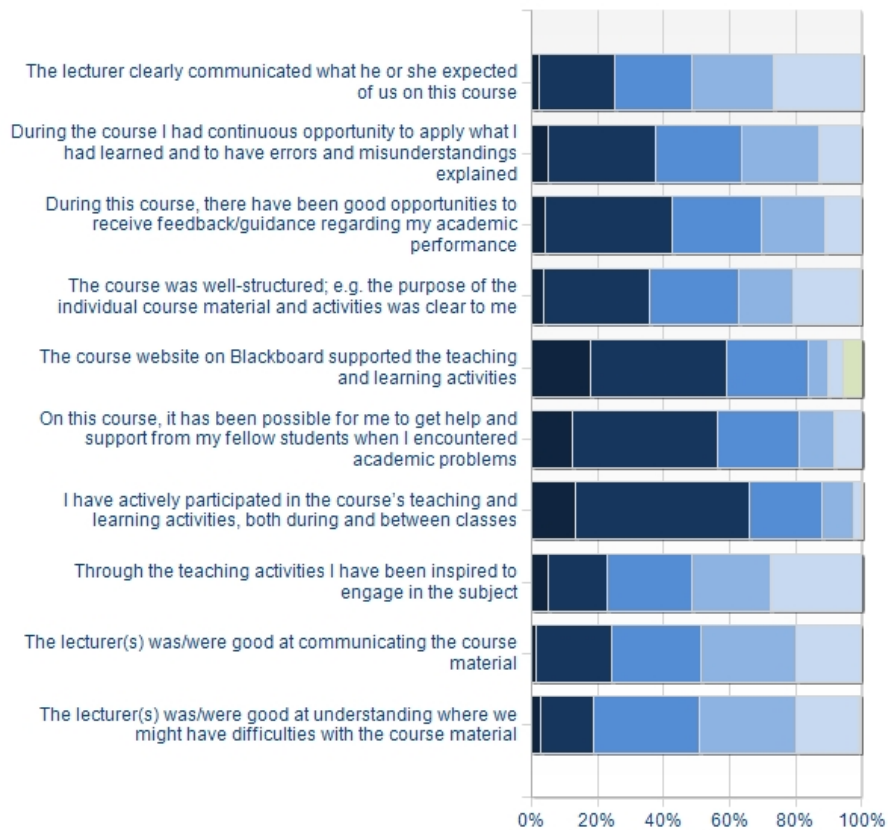


On average, I have spent this many hours per week on this course (participation in teaching, activities and preparation)

| | Responses | Mean | 1-5 | 6-8 | 9-11 | 12-14 | 15-17 | 18-20 | 21-23 | 24-26 | 27-29 | >=30 |
|---------------------------------|-----------|------|-------|--------|--------|--------|-------|-------|-------|-------|-------|-------|
| Responses, mean and percentages | 224 | 9.8 | 3.6 % | 25.9 % | 46.9 % | 21.4 % | 2.2 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 0.0 % |

Standard questions

Agree
 Mostly agree
 Neutral
 Mostly disagree
 Disagree
 Not relevant



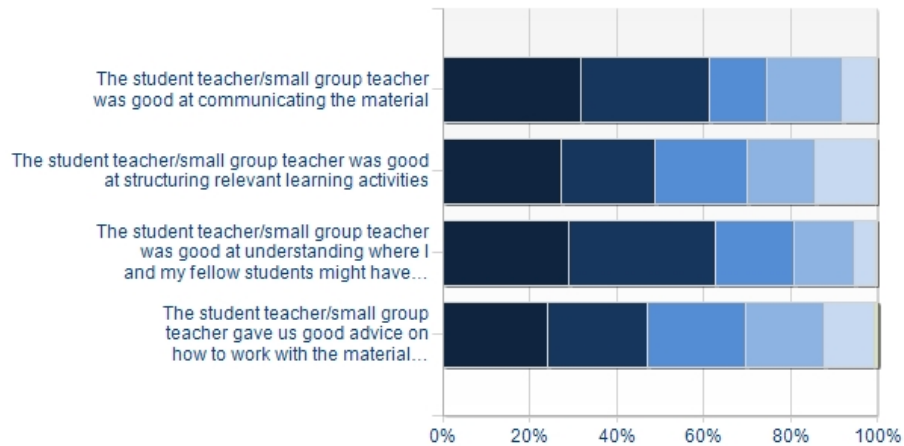
Standard questions

| | Response count | Mean | Agree | Mostly agree | Neutral | Mostly disagree | Disagree |
|---|----------------|------|--------|--------------|---------|-----------------|----------|
| The lecturer clearly communicated what he or she expected of us on this course | 223 | 2.5 | 2.2 % | 22.9 % | 23.8 % | 24.7 % | 26.5 % |
| During the course I had continuous opportunity to apply what I had learned and to have errors and misunderstandings explained. | 224 | 2.9 | 4.9 % | 32.6 % | 25.9 % | 23.7 % | 12.9 % |
| During this course, there have been good opportunities to receive feedback/guidance regarding my academic performance | 224 | 3.0 | 4.0 % | 38.4 % | 27.2 % | 19.2 % | 11.2 % |
| The course was well-structured; e.g. the purpose of the individual course material and activities was clear to me. | 223 | 2.8 | 3.6 % | 32.3 % | 26.9 % | 16.6 % | 20.6 % |
| The course website on Blackboard supported the teaching and learning activities. | 211 | 3.7 | 19.0 % | 43.6 % | 26.1 % | 6.6 % | 4.7 % |
| On this course, it has been possible for me to get help and support from my fellow students when I encountered academic problems. | 224 | 3.4 | 12.5 % | 43.8 % | 24.6 % | 10.7 % | 8.5 % |
| I have actively participated in the course's teaching and learning activities, both during and between classes. | 223 | 3.7 | 13.5 % | 52.9 % | 22.0 % | 9.4 % | 2.2 % |
| Through the teaching activities I have been inspired to engage in the subject | 224 | 2.5 | 4.9 % | 17.9 % | 25.9 % | 23.7 % | 27.7 % |
| The lecturer(s) was/were good at communicating the course material | 224 | 2.6 | 1.3 % | 22.8 % | 27.2 % | 29.0 % | 19.6 % |
| The lecturer(s) was/were good at understanding where we might have difficulties with the course material | 222 | 2.5 | 2.7 % | 16.2 % | 32.4 % | 29.3 % | 19.4 % |

The student teacher's communication skills

The student teacher's communication skills

Agree
 Mostly agree
 Neutral
 Mostly disagree
 Disagree
 Not relevant



The small group teacher's communications skills

| | Response count | Mean | Agree | Mostly agree | Neutral | %(Mostly disagree) | Disagree |
|--|----------------|------|--------|--------------|---------|--------------------|----------|
| The small group teacher was good at communicating the material | 223 | 3.6 | 31.8 % | 29.6 % | 13.5 % | 17.5 % | 7.6 % |
| The small group teacher was good at structuring relevant learning activities | 223 | 3.3 | 27.4 % | 21.5 % | 21.5 % | 15.7 % | 13.9 % |
| The small group teacher was good at understanding where I, and my fellow students, might have difficulties understanding the course material | 223 | 3.7 | 29.1 % | 33.6 % | 18.4 % | 13.9 % | 4.9 % |
| The small group teacher gave us good advice on how to work appropriately with the course material and how to solve the exercises | 222 | 3.3 | 24.3 % | 23.0 % | 23.0 % | 18.0 % | 11.7 % |

You are welcome to elaborate on your answers regarding student teacher/the classroom teaching here

| Comment |
|--------------|
| Not Answered |

Standard comment fields

Which parts of the course have been particularly beneficial for your learning?

5/20

Aarhus BSS course evaluations Fall 2016

| Students |
|--|
| Holdtimer |
| Skriveøvelser! Særligt godt med personlig feedback. |
| Læsningen var det mest forståelige, da fx forelæsningserne i høj var uforståelige grundet mumlen på engelsk. |
| EU-delen |
| Læsegruppe |
| The lectures and the classes |
| Ingen af delene. |
| Holdtimer |
| ????? |
| Holdtimerne. Grundbogen er god. |
| Enkelte forelæsninger har været gode - især Anthony skal have ros. |
| Reading / lectures. |
| Det har været holdtimerne, der har været mest udbytterigt for mit vedkommende. |
| Den sidste del omkring EU, hvor der har været en god dybde på. Og brugen af det institutionelle teorier |
| Læsegruppearbejde |
| The lectures and the study group |
| The EU-part. It's a comprehensive and complex issue, and this has helped me understand the EU system. And it has helped me realize a lot of its flaws, and what approaches that might solve this issues. |
| Trial exam var det eneste, der har givet mig lidt. Jeg føler på ingen måde ellers, at jeg er forberedt til PI eksamen. |
| EU-forløbet, det forskellige politiske systemer i Tyskland, USA og Frankrig. |
| Instruktortimerne er klasse |
| Kursusplanen |
| Det har være interessant at lære om EU |
| Holdundervisning og læsegruppearbejde. |
| Den sidste blok om EU var godt struktureret og har givet stort udbytte for mig |
| EU part was better than the rest |
| Delen om EU har været den mest brugbare. |
| Jeg har fået en del ud af holdtimerne, i og med at vi har gennemgået mange dele af pensum mere dybdegående. |
| The entire EU topic. |
| Holdtimerne har været basis for at få noget lærerigt ud af dette fag - at man arbejder med stoffet gør det mere håndgribeligt |
| The EU part. |
| jeg synes at holdundervisningen har været god, ift at få det væsentlige fra teksterne med. |
| Meget lærerrige redskaber og spændende teorier. Det var rigtig godt at de samme teorier (New-Institutionalism/Neo-Functionalism/Intergovernmentalism) blev brug gennemgående gennem kurset. Man har faktisk nået forstå dem og lære at bruge dem sikkert. |
| Holdtimerne har været rigtig gode, og suppleret forlæsningstimerne. |
| Jeg synes ikke, at der har været meget, som man har fået udbytte af. Det har på ingen måde fungeret, at der bliver undervist på engelsk. Underviserne er simpelthen ikke gode nok til det engelske sprog, og derfor er det svært at høre og forstå, hvad de siger. Samtidig er mange af teksterne for svære, og vi skal igennem alt for meget på alt for kort tid. |
| Ugesedler/holdtimer |
| Jeg har generet haft svært ved at holde fokus i kurset, da det er et eller andet, der slet ikke fungerer.. Jeg kan dog ikke rigtig sige, hvad det specifikt er. |
| Det er gået hånd i hånd med IP, hvilket var meget rart! |

6/20

| Students |
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| Holdtimerne har helt klart fungeret bedst |
| Study group |
| Enkelte forelæsninger har været gode og tydelige. Særligt Rasmus Bruuns forelæsninger har været gode. Helenes forelæsninger i starten af semestret, som ofte føltes som oplæsning, var rigtig svære at følge med i det. Samme gjorde sig gældende for Daniels forelæsninger - man får simpelthen ikke de væsentlige pointer med. |
| I liked the fact that I now have more knowledge about the EU |
| Holdtimer har været gode, men som sagt har det været lidt en hæmsko, at det var på engelsk - jeg synes dog personligt, at det har været spændende at prøve. Det er også fagets indhold, der har været svært, som blot er blevet endnu sværere, da det både var på engelsk og forelæsere og holdundervisere ikke havde engelsk som modersmål |
| Ikke nogle dele bestemt, faget har været svært og mange af forelæsningerne har været dårlige. |
| Det må have været holdtimerne, men generelt har jeg efter både forelæsninger og holdtimer været mere forvirret end jeg kom. |
| Holdundervisningen. |
| Arbejdet med ugesedlerne i læsegrupper. |
| Being with the student-group teacher, as he was very specific as to what was right and wrong and he was excellent at explaining, when I and my fellow students had questions or problems. |
| holdtimerne |
| Holdtimerne og ugesedlerne |
| Doing the weekly questions for the class and reading the penum. |
| Arbejdet mellem forelæsning og holdtime |
| Nogle af forelæsningerne har været fine - men det bedste sted at forstå faget har (desværre) været ud fra teksterne (som så må læses flere gange ved uklarheder). Emnerne i sig selv har potentiale til at være meget spændende! |
| Holdtimerne har fungeret rigtig godt for mig. Det har været svært at sidde med mange af teksterne i læsegruppearbejdet, men man har ofte kunne få styr på det på holdtimerne. |
| Læsegruppearbejde |
| Holdtimerne. Jeg synes dog mange har forelæsningerne har givet et meget lille udbytte, da det har været svært. Dette gør selvfølgelig at man kommer med dårligere forudsætninger for at deltage på holdtiden. |
| Dem hvor anthony har undervist. Men ingen af kursets dele af haft særligt stort udbytte. Kurset virker ikke særlig gennemtænkt og mangler generelt indhold. Dernæst ser jeg ingen pointe i at det er på engelsk. |
| Forelæsningerne |
| Teksterne |
| Holdtimerne/skriveøvelserne har været ubrugelige |
| Prøveeksamen var god! Det var rart at få en idé om, hvad forløbet skal ende ud med. Man kan diskutere om det er en god idé at have det i læsegruppen, frem for individuelt som vi har i nogle af de andre fag. Det var en relativt lang opgave at skulle skrive i gruppen. |
| Anthony var dygtig - det var nogle gode forelæsninger |
| Forelæsningerne - særligt første par forelæsninger om teorier og institutioner generelt |
| Forelæsninger, hvor "native English speakers" har forelæst. |
| Det vi har haft om EU har været rigtig fint. Jeg synes, at jeg har fået et fint indblik i, hvad EU handler om. |
| The classes have been the best. The lectures have been very difficult, uninspiring and boring. |
| De overordnede forklaringer i starten af kurset. |
| Ikke særlig meget generelt. Faget er ustruktureret og flere af forelæserne af lav standard i forhold til hvor svært stoffet er. |
| The instructor sessions were essential. But I did like how the course was structured in the different institutional levels, it does however not connect well later on, so the structure is lost in memory of the lecturers. |
| The debates, for example the autonomy of the ECJ, have been interesting and rewarding. |
| Skriveøvelserne. Forelæsningerne kunne også være gode |
| Jeg synes, at forelæsninger med Anthony har været gode. Han er meget mere eksplicit i sine forventninger til, hvad |

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| Students |
| man skal have ud af den pågældende uge. Derudover synes jeg, at der har været nogle gode ugesedler i forbindelse med intergovernmentalism vs. neofunctionalism og de forskellige institutionalismer. |
| The classes |
| Jeg har særligt haft udbytte af læsegruppearbejdet, da der har været mulighed for at gå i dialog om afklaringsspørgsmål og hjælpe hinanden til forståelse. |
| Derudover synes jeg at grundbogen har være god - sommetider bedre til forelæsningsernes indhold. |
| Selvom strukturen på holdtimerne til tider har været ret forvirrende så er det dog der, jeg har fået størst udbytte. Det er her, at det er blevet nemmere at forstå og blevet lidt mere klart, hvad vi har skulle tage med fra hver enkel undervisning. |
| Jeg synes det er enormt vigtigt at vi hvordan institutioner virker og jeg forstår godt ideen bag at lave det til et separat fag, men..... |
| Læsegruppe |
| Mest holdtimerne fordi man kunne stille spørgsmålstegn og komme på banen |
| Umiddelbart har det fungeret godt, at vi har skulle tale engelsk på holdtimerne. |
| Overblikket i starten om forskellige valgsystemer og forskellen mellem præsidentalistiske- og semipræsidentalistiske osv. systemer var interessant og brugbar - mere af det! |
| Holdtimerne |
| Forelæsningserne med Anthony Kevins, især hans slides, hvor han skrev de væsentlige pointer på. Samt den aflevering vi lavede i læsegrupperne. |
| Holdtiden. The classes worked well and were well structured! |
| Holdtimen |
| Jeg har haft højest udbytte af når jeg har læst selv, og har haft utroligt lidt udbytte i alle andre dele af kurset. |
| Samtlige forelæsere har være svære at forstå, pga. at de har skulle snakke på engelsk og enten har mumlet, spist ordene eller bare haft forkert udtale hvilket gør at flere ord går tabt. |
| Praktiske opgaver har været gode, i sær anvendelse af teorierne, så som EU opgaven af lobbyarbejde var berigende. |
| Gruppearbejde med spørgsmålene på ugesedlen. |
| Anthony er i min optik den eneste forelæser, som jeg rigtig har fået noget ud af. Den engelske barriere er selvfølgelig en ting, men måden han holdte forelæsningserne på var gode. |
| Classes and preparation for classes. The His & Høyland book is also good, but it is really difficult to remember all those facts. And it takes to long to note down all the key points. |
| Holdtimerne. |
| Holdtimerne fik jeg mest ud af, selvom de ikke har været til meget hjælp. Imodsætning til forelæsningserne, som desværre har været på det laveste niveau ift. mine oplevelser med andre forelæsninger. |
| Særligt EU blokken har været meget givende, herunder diskussionerne om det indbyrdes magtforhold mellem Kommissionen, Ministerrådet og Parlamentet har været interessante. |
| class teacher (Anthony) was very good to get a better understanding of the material. without he's class lectures the curse would be very difficult to grasp |
| - Learning about the three different institutionalisms and the two approaches to EU-integration was useful. |
| - Good to get an introduction to different political systems |
| - Good with a thorough understanding of the EU |
| The first two blocs. |
| Læsegruppen!! |
| Forelæsningserne - når vi har haft Anthony, fordi han snakker på sit modersmål. Jeg synes også de andre er ok, men udbyttet er ganske enkelt langt større, når forelæserne snakker dansk, hvis de er danskere fx. |
| Holdtimerne med Anthony |
| Applying theories on real life institutional situations - for instance institutional theories as tools for explaining different situations in EU. |
| - Also the overlap between International Politics and Political institutions course created an experience of coherence - but should perhaps be even more prevalent. |

| Students |
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| Mulighed for afleveringer og feedback!!! Rigtig godt, at det er en mulighed. |
| Skriveøvelser, omend deadlines på dem har været meget korte ift. at vi har haft forelæsning om tirsdagen og også har andre fag at forberede os til. |
| EU-blokken har givet meget ny viden. Grundbogen er fremragende. Så har holdtimerne været rigtig gode. Herudover er det rigtig godt at man på pensumlisten får et overblik over hvad formålet med diverse timer er. Det giver en god ro til at arbejde med stoffet mere koncentreret. |
| Hix og Høyland bogen - supergod. Fungerer fint at faget er på engelsk - dog dejligt at eksamen er på dansk. Helene og Anthony super gode forelæsere. Anthonys måde hele tiden af samle op, virker utrolig godt. Man vil hele tiden var vi snakker om. Godt med summe pauser til forelæsninger. Daniel Finke er også klar og tydeligt at forstå - emnet er desværre bare meget tørt. Summepauser og små opgaver til forelæsning. |
| Holdtimerne |
| the compendium is really good and makes i clear what every class and lecture is about - the tabs for every week makes a good overview of the topics. |
| Holdundervisningen! Det er oftest først her jeg har fået ordentlig forståelse for ugens pensum_mne. Den kommenteret undervisningsplan giver rigtig godt overblik og forståelse for, hvad ugens emne/pensum indeholder og forventninger til, hvad vi skal have styr på! |
| Læsegruppearbejde |
| Holdtimer med Anthony |
| Udelukkende holdtimerne |
| Godt spørgsmål - det må blive Helenes og Antonys forelæsninger. De andre forelæsninger har været svære at høre. |
| Non. |
| The classes where we have had the chance to apply the theories under some guidance and ask questions from both the readings and the lectures. |
| Instruktortimerne. |
| intet - kun lit forelæsningsne |

Do you have any suggestions for improving the course? Have you missed anything?

| Students |
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| Det virker ikke helt gennemtænkt, at alt foregår på engelsk. Særligt har de danske forelæsere haft tydelige problemer med at forelæse på engelsk. Jeg synes også det er vigtigt at kommunikere klart ud hvad det betyder, at der forelæses på engelsk. Jeg og mange af mine medstuderende vidste ikke der blev forelæst på engelsk før vi sad til første forelæsning. Også hvad der kan forventes til eksamen, siden det er et så nyt fag. |
| En LANGT bedre pensumliste. Brug evt. almen statskundskabs undervisningsplan som inspiration. |
| Det er et ret avanceret kursus og det ville hjælpe gevaldigt, hvis det foregik på dansk. |
| Der er alt for meget læsning per uge. Supplerende tekster til fx holdtimer fik ofte det "rigtige" pensum til at virke sekundært. |
| Hvis undervisningen skal foregå på engelsk er det vigtigt, at der ikke er noget der går tabt grundet underviserne. |
| Synes kurset skulle være på dansk, det er svært at fange alle pointer, specielt når kvaliteten af det engelske ikke har været særlig god hos alle. Brug evt kun engelske undervisere |
| There were two lessons in the middle of the course that repeated points made during our international politics-course, which isn't just boring, it's a waste of time. |
| Der mangler i høj grad en rød tråd. Det virkede som et meget abrupt kursskift da der blev skiftet til fokusset på EU midt i semestret, og denne undervisning bliver nærmest aldrig koblet til undervisningen i starten af semestret. Samtidig er det svært at vide hvad det reelt er fra kurset man skal tage med sig til eksamen (er det teorierne, er det viden om de forskellige dele af EU?). Generelt virker det hele som en stor gang rod. |
| Det er svært at finde en rød tråd - den har været meget savnet. Det er svært at finde frem til, hvad jeg skal bruge til eksamen, især fordi undervisningsforløbet af virket så rodet. |

| Students |
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| Den første blok og blokken om EU har været svære at relatere til hinanden. |
| Især i starten synes jeg, at der manglede en sammenhæng mellem holdtime tekster og spørgsmål. |
| Formidlingerne fra undervisernes side har været skidt. De har ikke taget nok hensyn til, at vi skal forstå et andet sprog, indholdet og samtidig skrive noter. Der har været for høj grad af hurtig snak og mumlen. Jeg synes desuden ikke, det giver mening, at forelæsere, der har dansk som modersmål skal forelæse på engelsk, når eksamen alligevel må skrives på dansk! |
| Rasmus kan man slet ikke forstå |
| Jeg synes det er en stor svaghed ved kurset at det er på engelsk. Det fungerer rigtig dårligt når de danske forelæsere skal forelæse på engelsk. Jeg har fået rigtig lidt ud af forelæsningerne, fordi stoffet i forvejen er svært og forelæsere generelt er ret uinspirerende. Det ville være en fordel hvis de måtte forelæse på deres eget sprog, således at de danske forelæsere måtte forelæse på dansk. Samtidig giver det ikke så meget mening for mig at lave skriveøvelse på engelsk, når jeg vil skrive på dansk til eksamen. En måde at løse problemet ville klart være danske instruktører. Desuden går nogen af tingene på forelæsningerne igen fra IP (og omvendt), derfor kunne en koordinering mellem de to fag være en god ide. |
| Mange af holdtime-teksterne er alt for svære, og jeg har fået meget lidt udbytte af dem (især holdtiden om ICJ). Generelt synes jeg niveauet er for højt, i forhold til at det også foregår på engelsk. |
| Bedre introduktion til faget som helhed. Hvad er fagets overordnede mål, hvad skal vi forvente mm. |
| Helt vildt svært og rodet generelt. Har fået meget lidt ud af kurset. |
| Man skal være mere forberedte på hvilket pensum man vælger, så vi ikke får en masse uddybende bilag, fordi man har fortrudt de tekster man sætter på pensum efterfølgende. |
| Være mere opmærksomme på de instruktører, som ikke kommer fra AU - det kan ikke passe at nogle hold ikke får noget ud af det, fordi deres instruktør selv er forvirret, mens andre hold har en forelæser, som skriver masser af noter og ekstra pointer - det giver SLET ikke de samme vilkår til eksamen og jeg er reelt bange for at jeg har lært det jeg skulle, med den undervisning jeg har fået. |
| A more streamlined pensum. |
| Week 1: Read text 1, author, link,ompendium... |
| It is annoying to have to read the author+publishing date and then go on a treasure hunt further down in the document. |
| Jeg synes det er svært at se den rødetråd i forløbet og den måde, kurset er bygget op på. |
| Langt mere klarhed i pensum |
| Sidetal på slides ville være rigtig dejlige. Undgår denne tekst: Carrubba, Gabel & Hankla (2008) Judicial behavior under political constraints, da den var næsten umulig at forstå og man derfor ikke fik særlig meget ud af at læse. |
| Stricter rules for how the class teachers organize the course. Often, we only covered 1, questions on the class. |
| Formidlingen og strukturen af faget, har været skidt. |
| Ikke klargjort fokus, til trods for faget i bund og grund handler om EU. |
| Svært at tage så meget med fra dette fag. |
| Perhaps more focus on the English-speaking skills. Everyone was able to speak an acceptable level of English, but I know of people who would have benefitted from either first-language English speakers, or people who have learned it to almost perfection. |
| Mere om FN's organisatoriske udtryk, R2P spændende men mere! |
| Jeg synes man skal droppe EU delen, fordi de er for kompleks til at forstå på halvanden måned. Enten skulle kurset udelukkende handle om EU. Det havde været optimalt hvis vi havde forstat i samme spor som vi startede med at lære grundlæggende om institutionsteorier også inddrage empiri. Jeg synes EU delen gør kurset meget skizofrent. |
| Forelæsningsstrukturen var ikke helt logisk. Ved at bytte om nogle af forelæsningerne vil det være blive lettere at forstå institutionerne i EU. |
| Der har været mangel på en retning. Det har været meget vanskeligt at finde ud af hvad pointen med forløbet har været. |
| Det er begrænset hvor godt faget fungerer på engelsk, da nogle af undviserne og instruktørerne kan have svært ved at formidle stoffet præcist nok, til at det bliver forståeligt for de studerende. |
| Meget mere klarhed i, hvad der forventes af os ifm. eksamen, skriveøvelser m.v. Det er meget uklart, hvordan vi fx skal anvende teori. Hvorfor behandler man fx rationel institutionalisme som én teori? Det er meget inkompatibelt med, hvad |

| Students |
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| vi lærer i andre fag om teoribrug, hvor man aldrig bare forklarer noget ud fra en hel skole. Samtidig har det virket lidt søgt i fx prøveeksamen, hvad vi skulle nå frem til. Det er en dårlig kombination, når der kun er én løsning, og det samtidig er uklart, hvad man skal. |
| Den første blok var kaotisk og det var svært helt at forstå hvad det var man skulle holde fat i. En underlig blanding af empiri og teori, og deskriptiv redegørelse af institutioner samt analyse |
| Det kan være vanskeligt når så kompliceret stof formidles på engelsk. Desuden er det til tider svært at se forbindelsen mellem de tre overordnede temaer som der har været i kurset, dvs. politiske institutioner. |
| Too much RC institutionalism VS. Sociological institutionalism. I felt that we where doing the same analysis over and over again. The lectures was to basic. |
| More structure on slides and during class lections (Also between the two) |
| Gøre det mere klart hvad formålet er. Måske samarbejde mere med faget Almen Statskundskab, idet fagene har dækket over nogle af de samme emner men på forskellige tidspunkter, hvilket gjorde det svært at holde fagene adskilt. Tydeliggøre hvad der forventes af os til eksamen. |
| Inddrag noget mere teori og forklaring. Det har simpelthen for meget karakter af redegørelse og deskriptiv formidling. |
| Jeg synes, det har været lidt svært at få et overblik over, hvordan de forskellige forelæsninger hænger sammen. Desuden mangler jeg lidt information omkring eksamen, og hvordan en eksamensopgave kan struktureres og bygges op. |
| I had trouble comprehending the first two lectures and text readings. The whole process of knowing what the historical, sociological, etc. analogies was to be used for, was not very clear to me at first. |
| Gør det mere interessant. Forelæserne mangler arrangement og 'power' - når man følger, at ikke finder deres emne så interessant, så er det svært som studerende at finde emnet interessant. |
| Det er et rigtig svært fag, hvorfor det også et mærkværdigt, at det netop er dette fag som skal være på engelsk. Det er svære begreber, udtryk og emner vi arbejder med, og derfor gør det det ikke lettere at man skal lære det på engelsk. |
| Pensumlisten! Selvom i har prøvet at give en kort introduktion til hvert emne, er det lidt intetsigende. Forelæserne har ikke gjort os opmærksomme nogen gange, hvis der var en svært tekst til holdtiden, eller nogen rettesnor. |
| En mege tydelig udmelding omkring hvad eksamen kan indeholde og hvad der forventes. Undervisningen var ok, men hvad af det skal vi egentligt bruge? |
| Mere eksamensforberedelse. Det ville være rart med en ekstra mulighed for at øve sig ved en selvstændig skriveøvelse. Det er lidt uklart lige nu præcis, hvad der forventes til eksamen. |
| Generelt har jeg forståelse fra folk af, at kurset er enormt dårligt. De færreste forstår det og mange decideret frygter den kommende eksamen - inklusiv mig selv. Jeg synes, at faget skal være på dansk. Det er kun ok at tale engelsk, hvis man ikke kan dansk. Derudover skal man revurdere pensum - det er for stort og for svært. Jeg har savnet at gå fra en forelæsning med en følelse af at have forstået tingene - det har jeg ikke gjort én eneste gang i dette fag. Så generelt har jeg savnet at lære noget. Så alt i alt: et meget dårligt fag, som ikke er struktureret ordentligt og som ingen udbytte giver. |
| Eksempel på en struktur til en eksamensopgave |
| Det er generelt et meget rodet fag. Jeg har svært ved at følge med på forelæsningerne, idet de udenlandske forelæsere mumler meget (dog ikke Anthony) og de danske forelæsere snakker så ekstremt hurtigt, at man ikke kan følge med. Teksterne er svære at læse og forstå, og så er de små oplæg på holdtimerne ikke særlig lærerige (Her kunne man have ladet oplæggene gå på runde mellem læsegrupperne, så det blev mere gennemarbejdede oplæg). |
| Det er problematisk, at nogle af underviserne er svært forståelige på engelsk (fx Rasmus Bruun, Daniel Finke) Synes desuden, at de i nogle tilfælde kan være svært at adskille faget fra IP |
| More structure and clear lines about what to get from it |
| – Bedre kvalitet i holdundervisningen. Mere klare linjer. Hvad skal tages med fra en holdtime, hvad er pointen? - Forelæsningerne har også ofte synes uklare. Når forelæserne mumler, eller midt i en sætning pludselig skifter fokus, så kan man miste hele dét, der var en måske vigtig pointe. - Måske er det de "jura-begreber", som vi ikke kender til (og slet ikke på engelsk), der kan forvirre og gøre, at man slet ikke forstår en pointe. Kan man på en måde gennemgå begreberne, få udleveret nogle stikord til dem, eller på anden måde få en forståelse for begreberne, inden de bruges så flygtigt i forelæsningerne? |

| Students |
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| <p>- I andre fag taler forelæserne klart, tydeligt og langsomt - kan det også lade sig gøre i PI, så ville det betyde usandsynligt meget for forståelsen.</p> <p>No hidden litteratur on the weekly sheet.</p> <p>It is annoying to have to read 10 pages when we are assembled, put that on the list.</p> <p>A link between the block before EU and the EU-block would be nice</p> <p>Very confused about the exam.</p> <p>Det virker håbløst at evaluere på denne måde, når man har haft forskellige undervisere, jeg syntes undervisningen med Helene fungerede optimalt, men undervisningen med Daniel var for højt niveau.</p> <p>Eksamensformen bidrag på ingen måde til at den studerende skal have en læringsudbytte og burde ændres. Hvis det skal være en skriftlig eksamen foreslår jeg en ugeeksamen</p> <p>Det er meget tydeligt, at nogle af de undervisere, som har dansk som modersmål, er hæmmet af at skulle tale engelsk. Det fjerner en enorm del kreativitet og formidling at tvinge dem til at gøre det på engelsk. Jeg forstår tankerne bag og har fået et udbytte af undervisningen, men udbyttet ville have været større, hvis underviseren helt selv kunne bestemme sproget.</p> <p>Bedre struktur på undervisningen og klare hvad det forventes at man skal bruge stoffet til. Det er meget bredt og flyvsk hvad udbyttet af kurset er. Det ville være gavnligt hvis man kunne få en opfølgning efter holdtimerne, når det hele er så rodet. Vigtig at man kan få lov til at aflevere skriveøvelser på dansk, når man må det til eksamen. Undervisning matcher ikke krav til eksamen.</p> <p>Bedre eksempler på, hvordan man skal anvende teorier i en opgave.</p> <p>En mere overskuelig gennemgang af, hvordan vi anvender analysen til diskussion</p> <p>Tal langsommere, skriv hovedpointer på slides. + teksterne har været meget svære, og det har været svært at få afklaret dem efterfølgende.</p> <p>Et eller andet skal laves om i hvert fald, så man kan få noget mere ud af kurset. Bedre forelæsningsforelæsere - så man kan få mere ud af dem. Og bedre struktureret holdundervisning.</p> <p>Der er rigtig meget der er uklart og er svært at forstå fordi det foregår på engelsk, hvorfor jeg tror at man mister meget af forståelsen af elementerne i faget.</p> <p>I særdeleshed har det været svært at forstå, hvordan en opgave skal opbygges, hvilket har været langt mere klart i de to andre fag på fjerde semester.</p> <p>Der kunne godt bruges mere tid på dette samt, hvordan man implementerer de teorier, som vi har lært i løbet af undervisningsforløbet.</p> <ul style="list-style-type: none"> - Der skal laves bedre pensumliste og nogle gange meget lange tekster til ugesedler, svært at arbejde med to tekster af 25 sider også sidde og finde det helt relevante nogle gange. - Det er ofte svært at høre, hvad nogle forelæsere siger, de mumler - Det er meget svært at se sammenhængen mellem at have et fag på engelsk som alle har det svært med (EU er også meget svært på dansk) og at vi til eksamen på skrive på dansk, som nok 90 % procent vælger at gøre - virker som en del spildt arbejde - Ville kunne få meget mere ud af faget, hvis det var på dansk. <p>Jeg foreslår, at undervisningen skal foregå på dansk med mindre forelæseren ikke kan tale sproget. Formålet med at undervisningen foregår på engelsk står ikke klart og at undervisningen foregår på engelsk gør det vanskeligt at arbejde med stoffet.</p> <p>forelæserne skal være bedre til at formidle stoffet - og snakke tydeligere</p> <p>eventuelt kunne det gøres på dansk</p> <p>Lad venligst være med at have en så stor mængde skjult pensum på ugesedlerne.</p> <p>Mange af teksterne i pensum har været meget svære og det har været svært at se, hvad vi substantielt skulle få ud af dem.</p> <p>Det kunne være rart med en klarere struktur på forløbet - det giver ikke mening, at hele kurset afvikles på engelsk, hvis eksamen godt må foregå på dansk. Dog har det også været for begrænsende for deltagelsen, at undervisningen har været på engelsk (kombineret med den høje sværhedsgrad), men måske ville det hjælpe, hvis folk faktisk også vidste, at eksamen var på engelsk.</p> <p>I personally do not have a problem with english, but I do with mumbeling, all lecturers should have a course in how to</p> |

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| <p>Speak in front of a crowd, but except for that, everything has been good.</p> <p>Slå jer enten fast på at det hele er engelsk - også eksamen, eller giv de studerende lov til også at aflevere skrivelser på dansk i stedet for kun engelsk. Lav flere individuelle skrivelser, da det er det vi skal til eksamen.</p> <p>Danske forelæsere skal snakke dansk tak.</p> <p>Det skal formidles tydeligere ud hvad der forventes af vi skal kunne i dette fag og hvordan vi skal kunne anvende det efter. Da faget er helt nyt er mange forvirret.</p> <p>Underviserne skal være bedre til at formidle stoffet. Da vi bliver undervist på et andet sprog, er det vanskeligt at forstå det hele, da mange mumler eller står og læser deres noter op. Mange af forelæserne har været ekstremt dårlige og uninspirerende.</p> <p>Teachers speaking more clearly at the lectures. Spreading the workload to more student teachers - Will inevitably create better class sessions</p> <p>– Der skal være meget bedre struktur mellem holdtimerne og forelæserne. Mangel på struktur især i holdtimerne.</p> <p>Det har nogen gange været svært at finde en sammenhæng mellem det pensum man læser til forelæserne og forelæserne man har været til. Noget af pensum har været meget uoverskueligt, og nogen gange har man ikke fået bedre styr på det efter at have været til forelæserne.</p> <p>Jeg har gennem kurset haft svært ved at forstå, hvad det egentlig handlede om. Det har været svært at forstå, hvad der blev sagt på forelæserne, især Rasmus Bruns, men og i nogen grad Helenes.</p> <p>I see the relevance of having a course in english, but then I don't understand why you get danish people to lecture in english. That has been disturbing for me.</p> <p>The list of syllabus was confusing. Please take a look at the one from almen statskundskab, as this is the best way to do it.</p> <p>Bedre struktur på holdtimer, gerne flere øvelser og mere variation - og gerne lidt mere skarp på, hvad der er vigtigt fra pensum. Mere overskuelighed i forelæserne - klarere pointer i nogle tilfælde. Og jeg har ved sidste forelæser stadig ikke en klar idé om, hvordan opgaver i dette fag skal struktureres, og hvad man skal lægge vægt på.</p> <p>Det er ikke meningsfuldt at kurset undervises på engelsk, når eksamen er på dansk; det bidrager ikke med noget positivt til kurset og gør det kun sværere. Jeg ved, at kurset har rykket sig langt siden sidste år, og jeg synes at jeg kan se at strukturen er blevet forbedret. Formidlingen af pensum er imidlertid langt svagere end de øvrige fag. Dette tror jeg både skyldes, at det undervises på engelsk og af instruktører, som ikke nødvendigvis er ansat på baggrund af deres kundskaber i dette fag, men fordi de er PhD'ere. En anden årsag synes at være en manglende koordinering mellem instruktører, forelæsere og en manglende rød tråd i faget, som gør det tæt på umuligt at vide, hvad der forventes af os til eksamen.</p> <p>Mere overskueligt pensum og tilhørende ugesedler. Overvej evt at tage det ned på et lavere niveau, når det forventes at vi skal tale engelsk. Vi når at ikke at have styr på basisviden, inden vi bygger på i undervisningen. Det skaber forvirring og man bliver hurtigt "tabt" i forelæserne og holdtimer. Ydermere kunne det være gavnligt, at man fik mulighed for at lave prøveeksamen på dansk, da det jo er en mulighed til selve eksamen. Det er svært at gennemskue, hvad der forventes af os til eksamen, og også hvordan man forbereder sig på dette.</p> <p>Mere fokus på hvordan man går til eksamen. Hvilken struktur forventes og hvordan ser den gode opgave ud?</p> <p>De forelæsere der kan snakke dansk bør snakke dansk under forelæserne. Nogle er til tider så dårlige til engelsk at det skader udbyttet og kan være svært at forstå hvad de siger. Generelt er det dog ikke noget problem at sproget for faget er engelsk.</p> <p>Det er svært at forbedre et emne, der er redegørende - det er nærmere emnets skyld at det ikke har været interessant, end det har været underviserne.</p> <p>Sprogligt har forelæserne været svære. Helene snakker vildt hurtigt og var derfor svært at fange alle pointerne. Rasmus Bruun og Finke mumler rigtig meget, og da det er på engelsk er det svært at forstå! Samtidig synes jeg at materialet til forelæserne og især holdtimer har været rigtig svært. Dette kunne være rart med noget nemmere og mere præcist litteratur, for at forstå institutionerne helt.</p> |

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| <p>Jeg synes man bør overveje om det giver noget til de studerende at kurset er på engelsk, istedet for et fag som IP som jeg personligt vil mene var mere relevant at det var på engelsk.</p> <p>Stop skjult pensum</p> <p>Manglende individuelle skrivelser (ingen kendskab til, hvad man skal gøre til eksamen)</p> <p>Det virker påtaget at tale engelsk under undervisningen, da engeske færdigheder ikke indgår som en del af fagets mål. At underviserne fra udlandet forelæser på engelsk er fint. Men de danske forelæsere og instruktører fungerer mindre godt + skrivelser, der foregår på engelsk. Men at man under eksamen har mulighed for dansk.</p> <p>Forlæsningen om judicial politics in the EU/+ pensum hertil var meget forvirrende, da man ingen juridiske færdigheder har.</p> <p>Formidlingen af pensum er ikke altid helt klar - det virker som om vi læser utroligt lange tekster, hvor vi reelt set kun bruger enkelte afsnit, og det er først her til sidst, der er begyndt at komme læsevejledninger til, hvad vi skal fokusere på. Det kan man med fordel benytte sig af fremover. Når der bringes instruktører ind, der ikke er "opvokset" på IFSK, som vi andre er, skal man være opmærksom på at give grundig vejledning i, hvordan tingene skal struktureres og gøres. Jeg er slet ikke i tvivl om, at det også bidrager med noget godt at have instruktører udefra, men vi taler bare ikke helt samme faglige sprog og har meget forskellige tilgange til tingene, hvilket kan give nogle udfordringer.</p> <p>Jeg har savnet en klarere struktur mellem forelæsninger og holdtimer, samt mere overskueligt pensum. Mange tekster er svære at forstå og dårligt formulerede/upræcise. Savnet mere løbende information om hvordan de ting vi lærer skal anvendes og bruges i en eksamens situation.</p> <p>Sproget er efter min mening et stort problem! Niveauet af diskussionerne bliver meget lavt, fordi sproget er en stopklods for meningsfuld dialog på et højt fagligt niveau! Forelæsningsernes indhold er krævende og indviklet, hvilket gør det nærmest absurd, at man forsøger at gøre det endnu svære ved, at insistere på at det skal være på engelsk! Jeg er med på at det sikkert har været en god ide, da i fandt på det oppe på kontorgangene, at give studiet et internationalt snit med et engelsk sprog fag, men det går så meget ud over indlæringen og diskussionerne, at det ikke er det værd! Jeg har snakket med mange der tænker det samme som mig. Ideen var god, den fungerer ikke i praksis!</p> <p>Rasmus Bruun skal IKKE forelæse på engelsk. Det var ikke optimalt.</p> <p>Bedre overblik over hvilke teorier der skal bruges.</p> <p>Mere tydelige forelæsninger - man kan ikke forstå, hvad de fleste af forelæserne siger: Daniel Finke: Virker rar, men mumler meget. Rasmus Bruun: Taler alt alt for hurtigt. Anthony: Fin nok. Helene: Taler for hurtigt.</p> <p>Mere tydelige mål for faget - hvad er det, vi skal kunne? Mere udpensling af, hvad I forventer af os.</p> <p>Jeg er klar over, at det er for vores skyld, at vi kan aflevere eksamen på dansk, og det sætter jeg pris på. Men vi lærer alle fagudtrykkene på engelsk, og alle afleveringer er på engelsk, så det er ikke en optimal brugbar løsning.</p> <p>Jeg savner mindre kompliceret pensum, så det ikke gør så meget, at udbyttet fra forelæsningerne er så lavt. Også fordi EU er ekstremt kompliceret.</p> <p>Bedre forbindelse mellem holdtimer og forelæsning.</p> <p>Latterligt, at danske forelæsere snakker på engelsk til os. Især på holdtiden (hvor vi havde dansk underviser). Det skaber en unødvendig distance og reducerer udbyttet af timerne.</p> <p>Generelt føler jeg mig MEGET usikker på, hvad der forventes af os, hvor meget vi skal kunne om EU, traktater osv. Det hjælper ikke at lave et skema og bare minutløst gennemgå det på forelæsningen.</p> <p>Det har til tider også været vanskeligt at få fundet holdtimeteksterne. Enten fordi, at sidetal eller årstal ikke passer, eller fordi, at der fejlagtigt står, at de skal hentes fra AU.</p> <p>Jeg foreslår, at de danske forelæsere underviser på dansk, hvis dette er muligt</p> <p>Jeg synes, at man måske skulle flytte nogen af teksterne fra holdtimerne til forelæsningen, da jeg synes, at de tekster ofte har været sværere at forstå end de tekster, vi har til forelæsningen.</p> <p>Kig lidt på de andre fag. Man må simpelthen bare kunne låne en skabelon fra et andet fag/nogle andre undervisere.</p> <p>Ideen om, at kurset skal foregå på engelsk og specielt at instruktør-undervisningen (med dansk instruktør) skal foregå på engelsk virker kunstigt og meningsløst! Udbyttet af undervisningen bliver langt mindre!</p> <p>Desuden er der flere af underviserne, specielt de dansktalende, som har et kludret og svært-at-forstå engelsk.</p> <p>Derudover er valget af tekster til forelæsning og holdtimer til tider meget svære og indforstået. Det ville give mere mening, at bruge flere introducerende tekster. (selv instruktør måtte flere gange bekende, at han/hun også havde meget store vanskeligheder ved at forstå tekster.)</p> <p>En bedre pensum liste, se evt. hvordan de laver den i almen. Det gør det meget mere overskueligt at læse når pensum listen ikke er så rodet. Mere udførlige ugesedler med mere præcise spørgsmål - selvom det sikkert er tænkt som en del af øvelsen at lære at forstå ugesedlerne, så er stoffet så svært tilgængeligt at det bliver unødigt svært. Skriv hvad vi skal fokusere på i teksterne, hvilken tekst der passer til hvilket spørgsmål og hvilke teorier vi forventes at inddrage. VI</p> |

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| <p>har ofte brugt 1 time - 1,5 på et spørgsmål der blev gennemgået med to korte pointer på holdtiden, hvilket er frustrerende. Generelt set giver det ikke mening at have et så svært fag på engelsk, det er uoverskueligt, svært og hindrer både forståelse og deltagelse. Særligt er det fjollet når nu vi må skrive eksamen på dansk...</p> |
| <p>At gøre faget, forelæserne mere interessante 'aktuelle'. Der har fra min egen side været en kæmpe mangel på motivation i dette kursus. Hvorfor/hvordan skal jeg bruge dette - har især været besværligt at finde ud af.</p> |
| <p>Det skal gøres mere klart fra start, hvad der forventes at vi skal lære af hele faget. Rasmus Bruun skal aldrig forelæse på engelsk igen - alle forelæsninger med ham har været 100% uden udbytte, da han taler så lavt, at man ikke kan høre noget. Så må de danske forelæsere undervise på dansk. Det andet giver ikke mening.</p> <p>Helene er rigtig god, men stoffet er stadig virkelig svært.</p> <p>Det er derudover ikke fair, at nogle hold undervises af forelæserne, mens andre hold undervises af PhD-studerende, der aldrig har undervist før, og som ikke deltager på forelæsningserne. Derfor mener jeg at hele undervisningsformatet bør nytænkes, eller at alle undervises af forelæsere.</p> |
| <p>The course should be put into a PS context. Tell the students how it is connected to other PS courses. This will provide the students with an overview and an understanding of the course's place in the bachelor in general.</p> <p>Furthermore, no STRUCTURE for written assignments has been provided. This stands in vast contrast to courses such as KP or "almen" where the structure is central element in the classes.</p> |
| <p>Rasmus Brun skal øve sig på sit sprog - enormt svært at forstå.</p> <p>Vær opmærksom på de problemer der kan være med udenlandske instruktører (De er enormt dygtige, men mangler måske en forståelse af hvordan man får mest ud af en holdtime.</p> <p>Vær opmærksom på at pensum kan være meget svært. Sværhedsgraden i nogle af de juridiske tekster specielt har været meget svær. Kan nogle gange gøre det meget svært at applicere teorier på ting man ikke rigtig forstår, og så ender det med at fokus bliver på blot at forstå teksterne.</p> |
| <p>Jeg synes simpelthen at EU-delen har været alt for svær. Man kan nævne forelæsningsen om juridical politics in the EU som et eksempel på, hvor lidt forelæserne sætter sig ind i de studerendes forudsætninger for at kunne begå sig på det niveau. Som 4. semester-studerende på statskundskab har man ikke haft kendskab til jura eller forvaltning overhovedet og alligevel blev forelæsningsen kørt som om man var inde i begrebsapparatet. Det synes jeg er ærgerligt. Derudover er der flere af forelæserne, der er dårlige formidlere. Man bør arbejde seriøst med, hvordan man formidler et fag som PI, hvor der er mange svære systemer og institutioner at holde styr på. Det kan systematiseres bedre og så bør man gøre sig mere umage med at sætte instruktorerne ind i stoffet. Nogle gange kan man føle, at man spilder sin tid og andre gange kan det være rigtig interessant. Der er plads til forbedring overordnet set, selvom jeg synes, at nogle af delelementerne i kurset fungerer fint. jf. min kommentar ovenfor.</p> |
| <p>jeg synes det er en skam at det er på engelsk. Det gør, at jeg aldrig får den forståelse af stoffet som jeg kunne have fået, hvis forelæsninger og holdtimer var på dansk. Og især det, at skriveøvelser har været på engelsk har gjort det endnu sværere.</p> |
| <p>Jeg forstår godt jeres "dannelses"-argument, men det resulterer også bare i, at min viden om EU, FN og NATO er langt fra så optimal som hvis undervisningen var på dansk. Det er jeg personligt ret ked af.</p> |
| <p>Forelæsningserne gør mig ofte mere forvirret og frustreret over faget.</p> <p>Sproget er svært at forstå, og det bliver ikke gjort lettere af, at nogle undervisere taler lavt, utydeligt eller for hurtigt.</p> <p>Derudover savner jeg mere vejledning på dansk, og mere diskuterende ugeseddelsspørgsmål, som i højere grad er forberedelse til eksamen.</p> <p>Et forslag til forbedring kunne være, at udarbejde spørgsmål til forelæsningssteksterne, så man fik et fokus for læsningen.</p> <p>Derudover er pensumlisten meget besværlig - udarbejd gerne én, i stedet for at man skal lede i et dokument.</p> |
| <p>It do not work very well, that teachers with danish as their first language do the lectures in english.</p> <p>It has in some af the lectures not been clear which points that were most important to understand.</p> <p>Anthony has been doing a great job!! - both in lectures as well as classes.</p> <p>It should be more clear, how the exam will be done and what is expected of us. A lot of the stuff on lectures and readings have been quite factual, but I guess we are supposed to be able to discuss more to the exam? - there should be a clearer connection then!</p> |
| <p>Hele konceptet med at det skal foregå på engelsk virker ikke efter hensigten.</p> <p>Først og fremmest fordi, flere af de undervisere der ikke har engelsk som modersmål er decideret vanskelige at forstå. Særligt Rasmus Bruun, har jeg ikke kunnet forstå. Deres engelsk er fint, men de taler så mumlende og uforståeligt, at det går ud over det faglige udbytte. Mit råd er, at dem der taler dansk, de forelæser på dansk. Alle andre gør det på engelsk.</p> <p>Til den første forelæsnings blev det begrundet med at "det skal forberede os til erhvervslivet". Vi er på 4. semester. Vi skal</p> |

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| <p>nok nå at arbejde på engelsk senere. Ideen er god, men når forelæserne ikke kan artikulere tilstrækkeligt på engelsk til at de kan tale en forelæsningsal op mister det sit formål og skader mere end det gavner.</p> <p>Derudover er det ikke klart for mig, hvordan vi skal gå til eksamen. Meget af pensum er empirisk materiale, hvorimod i alle andre fag er der et mere teoretisk fokus. Er det meningen at vi skal kunne redegøre for fx EU's interne strukturer by heart, eller er der et andet formål med det? Et empirisk fokus kan være godt nok, men det er ikke klart, hvordan det skal bruges til eksamen. Et råd ville have været at starte semestret med at vise mulige eksamensspørgsmål, måske endda en god besvarelse fra året før og bruge det som introduktion til, hvordan faget er tænkt i forhold til eksamen.</p> <p>Jeg synes mange af forelæserne har været svære at følge med i. Desværre har en del af forelæserne haft tendens til at enten at komme til at snakke meget hurtigt eller mumle, og når det så foregår på engelsk, så bliver det hurtigt svært at få det hele med. Det skal måske tænkes lidt over formidlingen på forelæserne.</p> <p>Samtidigt synes jeg også, at en del af pensum, særligt til holdtimerne omkring EU, har været svære at læse og dermed meget svære at arbejde med. Det kunne være fordelagtigt at vælge nogle mere indbydende tekster!</p> <p>Premissen bag faget er at Institutions matter, og det føler jeg ikke at jeg har fået særlig meget at vide om. Lige nu er det mere bare "institutions exist". Jeg kunne godt tænke mig hvis der var mere fokus på hvordan det påvirker at have institutionerne og betydningen af dem.</p> <p>Desuden ville det være rart med en ide om hvordan eksamen kommer til at fungere, for på nuværende tidspunkt er jeg helt blank.</p> <p>Helt konkret savner jeg en begrundelse for, hvorfor kurset ikke bare hedder EU.</p> <p>Det er nok det mest åndssvage kursus at have på engelsk. Hvis der skal være et engelsk kursus, hvad så med IP eller komparativ.</p> <p>God ide at lægge faget så sent på bachelor, hvis det havde været noget af det første var jeg out of here.</p> <p>Speed more time on the things that are difficult and less time on the rest.</p> <p>Det vil være en stor fordel, hvis der var mere fokus på, hvad der var det mest relevante stof, og hvordan vi evt. kunne anvende det i en skriftlig opgave.</p> <p>Anthony var rigtig dygtig, men kan med fordel samle lidt mindre op. Resten af forelæserne var af svingende kvalitet. Især ham med tysk baggrund kan med fordel fokusere på at sige sine pointer i en sætning - og gerne gentage dem en ekstra gang, da det kan være lidt svært at fange pointen pga. accenten, hvilket han selvfølgelig ikke kan gøre for.</p> <p>At man havde en bedre kursusbeskrivelse, dvs. rød tråd. Forståelsen af, hvordan de forskellige emner hang sammen. Savnede at instruktorerne havde en klarere ide om, hvordan opgaver/skriveøvelser skal struktureres. Hvilke ting er vigtigst at komme ind på?</p> <p>Dernæst at de var mere inde i stoffet de underviste i. Emnerne virkede svære og komplicerede og spørgsmålsformuleringerne var uklare både for instruktoren og de studerende</p> <p>Jeg synes ikke der har været særlig god overensstemmelse mellem forelæsningsmateriale, forelæsning og holdtime - vi har overhovedet ikke (som de i de andre fag) brugt meget af det, som vi har fået præsenteret på forelæsningen i de efterfølgende holdtimer.</p> <p>Jeg er helt med på ideen om, at vi skal have noget undervisning på engelsk og at vi selv skal tale engelsk på holdtimerne, men jeg synes det er rigtigt ærgeligt, at det bliver på bekostning af hvor meget vi kan lære. Det er vigtigt et vigtigt fag, men jeg synes ofte forelæserne har været uforståelige eller ikke har gået nok i dybden med stoffet - noget som jeg tror kunne løses, hvis man havde faget på dansk.</p> <p>Klarere struktur på forløbet. Elementer spiller ikke godt op ad hinanden. Klarere svar fra instruktorer på uklarheder i pensum eller på ugesedlerne - fortæl os, hvis man siger noget forkert!</p> <p>En forbedring til kurset kunne være enten at det foregik på dansk eller også at forelæserne var mere klar over, at når de snakker hurtigt og lavt på engelsk, så er det en del svære at få fat i de vigtigste pointer. Derudover så blev den første del af kurset meget presset, og der var alt for meget man skulle have styr på, på alt for kort tid - især taget i betragtning af at stoffet er ret svært at forstå og at faget var helt nyt.</p> <p>Teksterne især holdtime-teksternes størrelse må MEGET gerne revurderes, fordi det er ofte meget lange og svære, og når det så er på engelsk, at undervisningen foregår, så er det ofte svært at få afklaret evt. spørgsmål eller forståelsesproblemer med holdtime-teksten.</p> <p>Det går ofte til forelæserne meget hurtigt (med undtagelse af Anthony Kevins), hvilket gør det svært i og med, da man ikke kan følge med og ej heller skrive noter undervejs.</p> <p>Udbyttet af faget havde nok været langt større hvis det var på dansk!!!</p> |

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| <p>Det er et problem, at undervisningen altid skal være på engelsk, fordi det kan være svært at høre hvad der bliver sagt på forelæsningsne. Det er naturligvis fint at de undervisere der ikke taler dansk, taler engelsk, men derudover gør det udbyttet markant dårligere.</p> <p>Stoffet er svært. Det er værd at genoverveje, om tilvalgsstuderende kan følge dette kursus, fordi vi har haft ganske lidt samfundsfag tidligere.</p> <p>Forelæsningsne med Finke ville være rart at flere af de væsentlige pointer står på slidesene, især når hans sætninger bliver for lange og forvirrende.</p> <p>Holdtimerne kunne godt foregå på dansk, for at være sikker på, at alle har forstået pointerne og kan bidrage på holdtimerne noget mere.</p> <p>Forelæsningsne på engelsk er fint (selvom det kan være udforderende), men hvis pointerne bliver skrevet på slidenes og sætningerne ikke bliver for lange, så kan det gå.</p> <p>Most of the lectures in Søauditoriet have been badly organized and the communication has been bad as well. The greatest problem was to understand the lectures. The English that has been spoken has been very unclear and with a lot of mumbling.</p> <p>Undervisning kunne været lidt mere spændende og måske burde det blive bedre koordineret mellem holdundervisning og forelæsning. Jeg føler stadig ikke jeg ved hvad jeg skal kunne til eksamen, så savner et mere klar eksamenvejledning.</p> <p>Find forelæsere der er dygtigere til at tale et tydeligt engelsk.</p> <p>Drop holdtimer til engelsk, det virker overflødigt når man ikke behøver skrive selve opgaven på engelsk (isæt da det ikke giver ekstra credit)</p> <p>Mere dynamisk undervisning hvor holdtimer og forelæsning (+tekster til begge) knyttes mere sammen.</p> <p>Særligt ringe har det været med engelsk. HVORFOR er dette fag på engelsk? Jeg har forståelse for at vi har et vidst antal fag som skal være på engelsk, men det kunne da sagtens være IP i stedet for, det ville da give mere mening. Jeg synes i fremtiden at fagets praktiske og meget tekniske form med mange begreber af institutioner gør det oplagt at netop dette fag skal være på dansk.</p> <p>Læringsmålene er noget uklare i faget. Ved cirka halvdelen af alle forelæsningsne har jeg tænkt ved mig selv, at det overordnede fokus/mål med ugens emne var forvirrende eller uklart.</p> <p>Der mangler en rød tråd. Især EU-kurset virker lidt ustruktureret.</p> <p>Man er på bar bund i forhold til eksamen og de analysestrategier, som virker hensigtsmæssig - det virker enormt uklart, hvad man kan komme ud for og hvordan man skal løse opgaverne bedst muligt.</p> <p>Det er svært at vurdere, hvor meget man har fået ud af at arbejde med de forskellige institutioner - den første blok virkede lidt som om, at man skød lidt i blinde.</p> <p>Der har været stor forvirring omkring forelæsningsne - mange gange har det været svært at følge med grundet forvirrende slides og forelæsere, som dels snakkede meget hurtigt, men også var svære at forstå.</p> <p>I would prefer it if we focused on some aspects of EU and really got to understand the mechanisms and look at different theories regarding this aspect - in stead of getting a little bit of knowledge on many different aspects on the EU. All of the lectures are mainly about facts and procedures in the EU, which is really difficult to remember, when we don't get to work that much with the topic.</p> <p>The EU is complicated and to be honest I still lack an overview.</p> <p>Also the professors sometimes mumbles. It would be nice if the key point could be (even more) pointed out :)</p> <p>- Helt generelt mangler kurset struktur og overblik. Der mangler et direkte link mellem undervisningen og eksamen.</p> <p>- Pensumlisterne er struktureret meget besværligt (se evt. hvordan de er lavet i Almen).</p> <p>- Desuden mangler der ofte sammenhæng mellem pensum og det, der bliver gennemgået på forelæsningsne. Ofte bliver pensum gennemgået meget overfladisk, upræcist og ofte utydeligt. Jeg har flere gange oplevet, at jeg har læst pensum grundigt hjemmefra og forstået stoffet. Efter forelæsningsne er jeg efterfølgende blevet forvirret.</p> <p>Forelæsningsne med især Daniel Finke har skabt uklarheder omkring begrebsdefinitioner og teoretiske forklaringer.</p> <p>Jeg savner en bedre indføring i, hvordan man besvarer en opgave på en god måde i dette fag.</p> <p>Jeg synes det er en fejl at køre dette kursus på engelsk - det er kompliceret nok i forvejen, og det har hæmmet læringen, at man også skulle forholde sig til et andet sprog på holdundervisningen. Det har betydeligt reduceret mit holds engagement på holdtimerne, set i forhold til de andre holdtimer vi har.</p> |

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| Forelæserne har været utroligt "tunge", i sær forelæsning 1, 2 og 6. |
| Få mere struktur mellem forelæsninger og holdtimer. Man har ofte gået fra forelæsningen med flere spg. end da man læste artiklerne og pesumet til den specifikke forelæsning. De eneste forelæsninger man virkelig fik noget ud af var hos Helene (er ikke helt sikker, at det er det hun hedder), men hun var faktisk okay. Instruktoren virker ikke helt til at have en klar struktur. Må desværre indrømme at meget kan forbedres. |
| Do it in danish instead - especially the danish teachers. It is difficult to even understand and hear what you are saying. Speak clear and loud. (Rasmus Bruun Pedersen, Helene and Finke) There aren't any clear structure - the course is just a mix of international relations and EU, which does not make much sense. moreover its quite difficult subjects to understand and especially in english. The lecture of the juridical politics in EU had a lot of difficult juridical terms and I had no clue what that meant. PHD student migh not be the righth teachers and it is unfair that some classes has Anthony. |
| I also miss clear guidance for analytic tolls or how to write a assignment. the trial exam and other written exam is good practice, but not much good without clear evaluation |
| Jeg synes overordnet forløbet i Politiske Institutioner har været meget spændende - og svært. Jeg er klar over, at på bacheloren skal have et fag på engelsk, men man kunne måske overveje om dette fag bedst egner sig til at være på engelsk, når det omhandler fx tekniske procedurer i lovgivningen. |
| for improvements: better sight for what the exam demands in line with empirical and theroetical knowledge |
| I think the perspective of institutions have been interesting. Despite the interesting stuff, I think the lesson in general have been hard to follow. The perspective in politisk institutioner is difficult because most of it is brand new, for mine position. A better introduction and maybe place it in perspective would be an suggestion. However, the theme: institutions have been great. Good luck >> |
| The International Organization-bloc was good, but it tended to have quite an overlap with the class of International Politik. That seems like a bit of a waste. Furthermore, some times the classes (especially on the EU) could be very descriptive of how the different things work, but not really understanding how/putting it into an analytical frame. |
| The EU block was so dry and descriptive, that is was almost impossible to understand/remeber. Maybe this could be revised. |
| Jeg har savnet struktur, forventningsafstemning, bedre forelæsere. Det kan også være en ide til fremtiden, at danske forelæsere taler dansk. Pensum har virket stort og mange tekster har været svære at forstå, og samtidig at forstå hvad vi skulle bruge dem til. De ikke-dansk talende forelæsere er samtidig svære at forstå. Jeg har simpelthen svært ved at se, hvordan udbyttet af dette fag kan være særlig stort med den måde det bliver udfoldet på. |
| Det er demotiverende og ikke formålstjenesteligt, at vi skal trækkes med folk som er ok til engelsk, men så heller ikke mere end det --> dette gælder ISÆR holdtimerne, hvor udbyttet har været utilstrækkeligt, bla. fordi det er foregået på engelsk. Desuden forstår jeg ikke idéen med at have forskere fra instituttet, som IKKE er EU-eksperter. Såfremt I ikke ændrer det til forskere med speciale i EU og institutioner, så ansæt i stedet ældre studerende som i andre fag. Opsummerende; undervisning og forelæsninger på modersmål + instruktorer, som er dygtige til EU/institutioner |
| Der mangler sammenhæng mellem forelæsninger og holdtimer Jeg forstår ikke hvorfor Helene og Rasmus skal forelæse på engelsk, når alle i rummet har dansk som førstesprog - derimod giver det mening, når man trækker på ikke-dansktalende forskere |
| 1) Det er for svært for tilvalgsstuderende, når vi ikke har nogen forudsætninger overhovedet 2) Jeg har virkelig ikke fået noget ud af forelæsningerne - tværtimod har jeg følt mig mere forvirret end efter bare at have læst pensum. En stor del af dette skyldes, at underviserne har været tvunget til at tale engelsk, hvilket bare medfører mumlen og dårlig mikrofonteknik. Det er simpelthen druknet, hvad de har sagt. 3) Vi har brug for flere øvelser i løbet af semestret. Jeg aner ikke, hvad der forventes af mig til eksamen - også fordi vores instruktors feedback på den ene skriveøvelse var meget anderledes, end det notat, som underviserne havde sendt ud 4) Pensum er svært. Det ville være mere brugbart, hvis mere af forelæsningen gik med at gennemgå teksterne i stedet for at inddrage nyt materiale. |
| Det er vildt svært at forstå, hvad forelæserne siger - ikke fordi det er på engelsk, men fordi flere af dem mumler på engelsk, udtaler ord forkert, snakker et mærkeligt dansk-engelsk, bare har en mærkelig udtale generelt. Her var Anthony klart lettest at forstå! |
| Jeg kan (stadig) ikke se det logiske i, at de danske undervisere skal forelæse på engelsk - specielt når ingen af de andre engelske forelæsere er til stede under forelæsningerne. For mig har denne undervisningsform givet mig et minimalt udbytte; ikke fordi, at de danske undervisere ikke er dygtige - men fordi de har været dårlige til at formidle |

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| <p>stoffet til os på en forståelig måde. Der har været mange svære engelske ord og lange sætninger, når de har forelæst, hvilket har gjort det mildest talt umuligt for mig at skrive noter. Dette har været meget frustrerende og har også medvirket til, at jeg ikke føler, at jeg har fået et særligt stort udbytte af kurset. Derudover har mange af pensumteksterne været meget lange og svære - og mængden af pensum til holdtimerne synes jeg ikke har stemt overens med, hvor meget tid vi har haft til at gennemgå dem på holdtiden.</p> <p>Når man bliver præsenteret for så mange nye sagsforhold i form af aktører organisation etc, så kan det være en god idé at gentage og gøre det meget klart hvad der er hvad, før man går i gang med teorier. Det gælder særligt på forelæsningerne. Måske endda sige eksplicit, når man skal kunne huske et særligt sagsforhold.</p> <p>Forbedre ugesedlerne!! Spørgsmålene er tit svære at forstå og kan misforstås. Hav flere under spørgsmål, så man forstår, hvad I gerne vil have fat i. Skriv det i undervisningsplanen, hvis der er meget bilagsmateriale til ugesedlerne - så kan man nå at forberede sig til læsegruppe. Læs teksterne inden I skriver spørgsmålene.</p> <p>Nogle af teksterne er alt for svære. fx. den første tekst om institutionalisme, teksten om amerikansk regeringsdannelse (Coleman 1999). Selvom vi anvender RI, SI og HI i mange holdtimer er der stadig mange, inklusiv mig selv, der ikke har begreberne under huden, fordi den første tekst om det, var så svær.</p> <p>Synes generelt 4. semester har været rigtig rigtig travlt. Både politiske institutioner og international politik er ret svære fag med svært pensum, og jeg føler ikke der har været tid til at komme i dybden med nogen af de to fag. Teksterne i begge fag tager lang tid at læse og forstå. - jeg føler ikke, jeg har kunnet nå det.</p> <p>Har manglet hjælp til, hvordan jeg forbereder mig til eksamen. Selvom vi har haft en prøve eksamen i læsegrupper, har jeg stadig kun en ringe fornemmelse af, hvad eksamen går ud på. Jeg er i tvivl, om jeg skal kunne alt det super-svære deskriptive om EU (fx. ECJ) udenad.</p> <p>EU-blokken er utrolig teknisk - være mere skarpe på, hvad der vigtig at vi skal kunne - og hvordan det skal bruges. Og hvordan det f.eks. kan blive spurgt ind til til eksamen.</p> <p>Forelæsning 6 - kæmpe overlap med international politik.</p> <p>Lav spørgsmål til forelæsningspensum i stedet for alt det brødtekst fra undervisningsplanen.</p> <p>Rasmus Bruun er svær at forstå på engelsk - arbejde med stemmeføring. Evt. sammen med en stemmecoach.</p> <p>STOP skjult pensum på ugesedlen. Hvis der er bilagsmateriale på ugesedlen så skriv det i pensumlisten eller fortæl det på forelæsning, så man har en chance for at forberede sig til læsegruppearbejde.</p> <p>Oversat liste over EU organer på dansk. Jeg ved f.eks. ikke om ministerrådet er Council eller European Council.</p> <p>Den kommenterede læseplan er virkelig god og godt struktureret, denne struktur kommer dog ikke til udtryk i selve faget, og det har været svært at finde ud af, hvad det egentlig udbytte af faget skal være. Forelæsningerne har ikke været gode! De fleste af forelæserne har meget svært ved at formidle stoffet og er dårlige til at motivere de studerende. Derudover er snakker nogle forelæserne (læs specielt Rasmus Brun) meget hurtigt. Han er i forvejen ikke til at forstå på dansk og det bliver kun være på engelsk, og udbyttet af hans forelæsninger rammer bunden. Den eneste der formår at snakke i et ordentligt tempo er Anthony, og hans forelæsninger er klart dem med det største udbytte.</p> <p>Som studerende synes jeg, dette fag har været meget ustruktureret sammenlignet med de andre fag, og mit udbytte har været minimalt. Det har ikke været klart hvad formålet og målet har været.</p> <p>There should be more individual and group assignment, where we are turning in a paper and get comments on it. Because there have only been very few (and they were really difficult), and that makes it hard to psychical write a paper where we use the theory, because we haven't really learnt how.</p> <p>try to make the notes on the power point as simple in language as possible, because sometimes they are difficult to understand even when you hear what the teacher is elaborate the sentence.</p> <p>All teachers have to talk slow and clear, so we have the time to make notes and so that we understand what is being said (wich can be difficult if there is mumbling or talking low in voice)</p> <p>It is a good idea to have more "summing up/summary" though out the lectures, because it makes it clear what was the most important parts of the lecture - Daniel have them and that is good.</p> <p>There is a lack of "focus" on the exam though the semester. in that way that it is unclear what we are going to end up making in the exam, normally we can look at old exam questions, but that we can't here, so it is difficult to no what we are going to make in the exam, therefor making it hard for us to know how we should focus though the semester.</p> <p>Forelæserne har været absurd dårlige primært grundet sprogudfordringer - de mumler, læser op eller har så stærk dialekt at det gør det næsten uforståeligt. Dog med Anthony som undtagelse, han er dygtig til at tale langsomt og tydeliggøre vigtige pointer! Overordnet har jeg virkelig savnet at gå fra en forelæsning med forståelse og nysgerrighed i det introducerede emne....</p> <p>Det er rigtig godt med skriveøvelse, dog kunne der med fordel være individuelle skriveøvelser og så har jeg savnet en</p> |

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| <p>mere omfattende feed-back fra instruktoren, kommentarerne har været meget ufyldstgørende... Pensum består af nogen utrolig kompliceret og indforstået tekster. Bogen Hix og Høyland er utrolig teknisk og jeg er fortsat i tvivl om, hvorvidt vi skal have en så teknisk forståelse af EU.</p> |
| <p>Find nogle nye forelæsere, på nær Anthony han var som sagt rigtig god! Giv de danske forelæsere nogle engelsk kurser, hvis forelæsningsne absolut skal foregå på engelsk!</p> |
| <p>STRUKTUR! Det er absolut ikke en fordel at faget er på engelsk, da stoffet i forvejen er svært nok på dansk. Forelæsningsne har generelt været elendige. Især Rasmus, Daniel og Helene snakker ikke særlig tydeligt og for hurtigt, så det er nærmest umuligt at følge med i forelæsningsne. Derudover skinner det tydeligt igennem når det er danskere (eller tyskere) der snakker engelsk, hvilket gør det endnu sværere at forstå.</p> |
| <p>Jeg må indrømme, at mens jeg har gået på dette studie, har jeg aldrig oplevet at skulle lave en så dårlig evaluering til et fag. Så der er en hel del jeg har savnet! Først og fremmest noget struktur og forventningsafstemning. Både mig og mine medstuderende er stadig ikke helt klar over, hvad der forventes af os til eksamen. Jeg synes også det er dårligt, at vi ingen individuelle prøveeksamener har haft - og at den vi så havde ikke måtte afleveres på dansk, når dette jo er tilladt til selve eksamen. Som sagt er jeg ked af at denne negative evaluering må falde - men jeg synes virkelig at burde fag burde revurderes.</p> |
| <p>Honestly we have learned what could have been learned in about three weeks. It should be included in another course.</p> |
| <p>Lecturers need to focus more on their articulation, since it is already a challenge to understand the lectures in english (although lecturers have been mindful of this), but sometimes mumbling and lack of attention to the articulation has been the main challenge for the learning outcome of the lectures.</p> |
| <p>I think it would have been nice to have more guidance to how to apply theories before attending the class, so the preparation would have give a greater outcome as well. In general, I think it has been hard to feel fully prepared for classes, because it has been hard to figure out exactly what we were supposed to do in the questions. Maybe this could be overcome by more application during the lectures or some sort of hints for the application on the question sheet?</p> |
| <p>Jeg synes, kursuset har budt på en for snæver tilgang til, hvilket aktører der er i EU-politik og hvad EU-udenrigspolitik indebærer.</p> |
| <p>EU-politik er notorisk kendt for at være påvirket af store virksomheders lobbyisme på EU-niveau. Hvorfor har vi så ikke haft bare en enkelt uge om lobbyisters effekt på de forskellige institutioner i EU? Hvilket adgangskanaler i EU-systemet de bruger? Hvordan lobbyismen kan være med til at skabe demokratisk underskud, fordi det "frie" marked er styret lobbyismens beskyttelse af virksomheder på bekostning af mennesker og natur? Måske en uge under overskriften "EU and the business of business?". Det kan jeg næsten ikke forstille mig, der ikke er studier om?</p> |
| <p>Fokusset på vestlige lande og EU-medfører også, at man i faget mangler blik for, hvilke konsekvenser EU har for de tredje verdenslande, der bliver holdt uden for "fri"handlen i EU. Forsvinder denne tematik i tomrummet ml. IP og PI?</p> |
| <p>Emnet feltet har også været for snævret, når det har handlet om EUs udenrigspolitiske ageren. Hvorfor har vi stort set kun beskæftiget os med handelspolitik, når det har handlet om EU som en global aktør? Hvorfor ikke klimapolitik, der potentielt fører menneskeheden ud i store katastrofer?</p> |
| <p>I mine øjne fører denne snævre afgrænsning af faget til politisk ladede udeladelser. Dette opstår måske i forsøget på at neutralisere eller videnskabeliggøre studiet i EU, men resultatet er i mine øjne, at man kommer til at reproducere den politiske orden som EU er bygget op om uden at forholde sig kritisk til den.</p> |
| <p>dårligt at nogen bliver undervist af forelæsere på holdtiden, mens andre ikke gør!</p> |
| <p>Efter min mening kunne de tre institutionalismer og teorierne om EU godt fylde lidt mere af pensum. Vi har brugt meget tid på at anvende de samme teorier i forskellige sammenhænge, men det er svært, når man kun har et ret overfladisk kendskab til teorierne.</p> |
| <p>Forelæsning 6 og 7 virker til at være meget relevante, men de står ret løsrevet fra resten af forløbet. Det ville være bedre, hvis de teoretiske perspektiver herfra blev inddraget mere senere i forløbet.</p> |
| <p>Jeg har stadig svært ved at forklare, hvad en institution er. Det afspejler nok, at det er svært at finde ud af, hvad faget egentlig handler om.</p> |
| <p>En klar struktur - en rød tråd, der samlede kursets formål.</p> |

| | 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 | 71.4 % | 19.0 % | 4.7 % | 4.7 % | . | 21 | 4.6 |
| Holdunderviseren/Instruktoren gjorde sig umage for at forstå, hvor vi kunne have vanskeligheder med | 52.3 % | 33.3 % | 9.5 % | 4.7 % | . | 21 | 4.3 |
| Holdunderviseren/Instruktoren var god til at give os råd om, hvordan man bedst muligt arbejder med stoffet og løser opgaver | 57.1 % | 28.5 % | 4.7 % | 4.7 % | 4.7 % | 21 | 4.3 |
| Instruktorens/holdunderviserens formidling_ Instruktoren/holdunderviseren var god til at strukturere relevante læringsaktiviteter | 33.3 % | 28.5 % | 28.5 % | . | 9.5 % | 21 | 3.8 |

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
- 4) The instructors/tutorial leaders were good at structuring relevant learning activities

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.

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| Q14_Uddyb evt. dine svar vedrørende instruktør/holdundervisningen her |
| our instructor was amazing (Anthony), but the course is very difficult to understand and the assignments each week was difficult to understand. |
| Anthony's teaching have been quite beneficial - it has been a pleasure to follow his courses. |
| Anthony is really good a teaching. He is good a takning the hard stuff down to a level where we understand it. His nots on the board is good, very structured and simple. |
| Anthony som instruktør er den eneste grund til at jeg har fået bare en lille smule ud af faget, da han har været virkelig god til at strukturere holdtiden og formidle stoffet, så det var letforståeligt |
| Anthony is great, he is really good :) |
| Anthony definetly made this course much easier to grasp. The overall purpose hasn't been clear to me but still I understood much more after a holdtime than from the forelæsning. |
| Anthony er en meget kompetent og pædagogisk holdunderviser, der er god til at formidle stoffet på en forståelig måde. |
| Holdtimerne har været der, hvor jeg faktisk har lært noget, da Anthony er en god underviser med forståelse for, at stoffet kan være svært. Anthony har reddet mit udbytte af faget. |
| Hold 7: Vores holdtimer med Anthony føler jeg er det eneste tidspunkt, hvor jeg faktisk har fået et ordenligt udbytte af faget! |
| Anthony did an excellent job turning something very complex into something we could understand. He was patient and understood where we might have difficulties. |
| Instruktøren, Anthony, har været utrolig dygtig til at undervise og sikre, at man har fået forståelse for det basale i pensum. Han har virkelig formået at udvælge det mest relevante og sørget for at gøre det så enkelt som muligt, så man har virkelig fået noget ud af holdundervisningen. |

| | Responses | | | | Response | |
|---|-----------|---------------------|-------------------|----------------------|----------|------------|
| | (A)Enig | (A)Overvejende enig | (H)Hverken- eller | (U)Overvejende uenig | Antal | Gns. score |
| Holdunderviseren/Instruktoren var god til at forklare stoffet | 75.0 % | 25.0 % | . | . | 12 | 4.8 |
| Holdunderviseren/Instruktoren gjorde sig umage for at forstå, hvor vi kunne have vanskeligheder med | 75.0 % | 25.0 % | . | . | 12 | 4.8 |
| Holdunderviseren/Instruktoren var god til at give os råd om, hvordan man bedst muligt arbejder med stoffet og løser opgaver | 50.0 % | 33.3 % | 8.3 % | 8.3 % | 12 | 4.3 |
| Instruktorens/holdunderviserens formidling_ Instruktoren/holdunderviseren var god til at strukturere relevante læringsaktiviteter | 33.3 % | 33.3 % | 25.0 % | 8.3 % | 12 | 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
- 4) The instructors/tutorial leaders were good at structuring relevant learning activities

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.

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|---|
| Q14_Uddyb evt. dine svar vedrørende instruktør/holdundervisningen her |
| God struktur, let at følge med, masser af mulighed for at stille spørgsmål. |
| Anthony has been both very patient and attentive to the challenges we have met during our preparations for the classes. He has been very good at communicating difficult material in a way that ends up seeming so simple. |
| Good job Anthony. |
| Well structured, excellent time management - always time to ask questions and have receive a complete answer. He's good at following up on questions, especially if it's a complex question and requires a small bit of research before answered. |
| Anthony: Very good at interacting with students! Good at understanding what is difficult for us and very good at explaining things simply. |

| | Responses | | | Response | |
|---|-----------|---------------------|------------------|----------|------------|
| | (A)Enig | (A)Overvejende enig | (H)Hverken-eller | Antal | Gns. score |
| Holdunderviseren/Instruktoren var god til at forklare stoffet | 86.6 % | 6.6 % | 6.6 % | 15 | 4.8 |
| Holdunderviseren/Instruktoren gjorde sig umage for at forstå, hvor vi kunne have vanskeligheder med | 73.3 % | 13.3 % | 13.3 % | 15 | 4.6 |
| Holdunderviseren/Instruktoren var god til at give os råd om, hvordan man bedst muligt arbejder med stoffet og løser opgaver | 86.6 % | 6.6 % | 6.6 % | 15 | 4.8 |
| Instruktorens/holdunderviserens formidling_ Instruktoren/holdunderviseren var god til at strukturere relevante læringsaktiviteter | 66.6 % | 26.6 % | 6.6 % | 15 | 4.6 |

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
- 4) The instructors/tutorial leaders were good at structuring relevant learning activities

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.

| |
|--|
| Q14_Uddyb evt. dine svar vedrørende instruktør/holdundervisningen her |
| Anthony have been really great. He explains things so everyone can understand it and he makes sure there's an atmosphere in which everyone can participate and ask all kind of questions (even though our English isn't that good). |
| Our teacher did an excellent job incorporating what the students in the class has to say without fishing for one specific answer. This creates a good learning environment where people want to participate. He also has a good sense of when the class is onboard and when students are falling behind or not understanding what is going on. |
| Anthony Kevins (class 9). He was:- Very engaged and knowledgeable - Very good at creating a space in which the students feel comfortable participating- Very good at incorporating the students' answers in the class rooms discussions in a way that makes the students feel they have something smart to offer. This certainly makes class room discussions more enjoyable and it makes more students participate. - Very open to different answers and having an ease in finding the relevance of these- Crea |
| Anthony was our instructor, and he was very good. Even though it was often very difficult, he was able to take out the important pointers so we would get the basics of the topic and walk out of the class with a sense of having understood something. He was very, very good! |
| Anthony was amazing.All the other lectures have been some of the worst I have had so far. It seems so forced to have danes speak english! |
| Anthony var en rigtig god instruktør og forelæser. Han kunne forenkle det ret svære stof og havde tålmodighed når vi ikke forstod det. |
| very good |
| Det har bare været super godt på holdtimerne, hvor der har været mulighed for at få afklaret alt det svære både undervejs i timen, men også i pausen. Anthony har virkelig formået at få forklaret tingene på en måde så de har været til at forstå - altså med gode eksempler osv. |