

There were: 17 possible respondents.

	Question Text	N	Avg	ECON Avg	Sch Avg	Gen ed	Required	Interest	Instructor	Schedule	Advisor	Friend	Other					
1	Primary reasons for taking course	12				58% (7)	50% (6)	8% (1)	0% (0)	17% (2)	8% (1)	8% (1)	0% (0)					
						Not At All	2	3	4	Completely	N/A							
3	Covered objectives	12	4.2	4.5	4.6	0% (0)	0% (0)	33% (4)	17% (2)	50% (6)	0% (0)							
						Lectures	Discuss	Clickers	Activity	Homework	Labs	Project	Teamwork	Present	Guest Lect	Fieldwork	Writing	Other
4	Contributed to learning	12				100% (12)	42% (5)	8% (1)	0% (0)	58% (7)	0% (0)	8% (1)	0% (0)	0% (0)	8% (1)	0% (0)	50% (6)	0% (0)
						Yes	No											
6	Academically prepared	12	0.8	0.9	0.9	83% (10)	17% (2)											
						1 Hr Or Less	1-2 Hrs	3-4 Hrs	5-6 Hrs	7-8 Hrs	9-10 Hrs	11-13 Hrs	13-15 Hrs	15+ Hrs				
7	Time on coursework outside of class	12				0% (0)	0% (0)	17% (2)	25% (3)	8% (1)	8% (1)	33% (4)	0% (0)	8% (1)				
						Memory	Apply Basic	Organizing	Judge	Apply New	Solve Probl	Thinking	Teamwork	Reading	Present	Lab	Writing	Other
8	Significant aspects	12				67% (8)	50% (6)	17% (2)	17% (2)	33% (4)	67% (8)	25% (3)	8% (1)	50% (6)	0% (0)	0% (0)	17% (2)	0% (0)
						Not At All	2	3	4	Very	N/A							
10	Intellectual challenge	12	4.5	4.0	3.9	0% (0)	0% (0)	25% (3)	0% (0)	67% (8)	8% (1)							
						Little	2	3	4	A Lot	N/A							
11	How much learned	12	3.8	4.0	4.2	8% (1)	8% (1)	17% (2)	25% (3)	42% (5)	0% (0)							
						Str Disagr	2	3	4	Str Agree								
12	Did best work possible	12	4.5	4.1	4.2	0% (0)	0% (0)	17% (2)	17% (2)	67% (8)								

					Not At All	2	3	4	Very	N/A							
15	Knowledgeable	12	4.9	4.6	4.7	0% (0)	0% (0)	0% (0)	8% (1)	92% (11)	0% (0)						
					Low	2	3	4	High	N/A							
16	Enthusiasm	12	4.7	4.3	4.6	0% (0)	0% (0)	0% (0)	33% (4)	67% (8)	0% (0)						
					Str Disagree	2	3	4	Str Agree	N/A							
17	Instructor treats students with respect	12	4.8	4.6	4.7	0% (0)	0% (0)	0% (0)	25% (3)	75% (9)	0% (0)						
					Not Fair	2	3	4	Very Fair	N/A							
18	Fair grading	12	4.3	4.3	4.4	8% (1)	8% (1)	0% (0)	8% (1)	67% (8)	8% (1)						
					Not At All	2	3	4	Excellent	N/A							
19	Feedback	12	4.4	4.3	4.3	0% (0)	8% (1)	8% (1)	17% (2)	67% (8)	0% (0)						
					Poor	2	3	4	Excellent								
20	Overall rating of instructor	12	4.2	4.1	4.3	0% (0)	8% (1)	17% (2)	17% (2)	58% (7)							

### Text Responses

**Use this space for comments on strengths of the course.**

The professor took the time to explain a lot of material on each lecture.

The textbook is makes difficult topics easy to understand and the timing for topics and assignments was good considering the material was covered in a shorter term than the fall or spring.

The course provided in-depth mathematical reasoning for all econ concepts, which would be great if one is interested in becoming an analyst. The professor was very patient and thorough.

I believe that the strengths of this course were that this was a small intimate class so questions were easily answered.

the slides and the textbook line up

Very challenging material

Jeffrey was engaged in the class, and always made himself available to students. The overall support for students was appreciated and apparent. Jeffrey consistently looked to improve the classroom experience by offering students extra work, altering the class plan, and encouraging dialog.

**Use this space to provide suggestions on how to improve this course.**

The last week of class was really challenging, turning in the last hw, the policy brief and the final. I would suggest to eliminate the last hw.

Math is often difficult for those of us not specifically majoring in economics or mathematics, so it would be helpful to spend more time on the subjects that require mathematic applications and less time on theoretical topics (because they depend on the readings where as the math requires a more hands on approach for understanding application).

The course material needs to be less mathematical and simplified because a lot of us really struggled

The course focused very much on mathematical analysis of economic theory and touched up very little on real life contexts, policies, or examples that could explain current and past world events. My recommendation would be to not focus on calculations as much, but add a lot of stories and case studies that would be memorable and explain a theory and its real life application. Stories and their analysis stick with people much longer than memorizing formulas and definitions in theoretical terms. Also, since this is a class offered to students from various majors, it might be more useful to focus on how to interpret economic data and make decisions based on it, but not actually learn how to produce the data itself in such detail. If it is not feasible to change the focus of the class in this direction, I would suggest that the class be restricted to econ majors only. In addition, it would be great if every class had some time built in for discussions of additional readings. This way the class could deliberate on choices policymakers need to make and think together about the impact economic policies have.

Some suggestions I have to improve this course is that the professor/instructor should utilize real-world problems and real numbers when trying to teach this course. Doing so will make it for students who aren't the best at the mathematical portions of economics.

this class covered way too much in a short time, the 2.5 hour sessions were so dense and focused so much on the math of these concepts that I was easily lost. It was hard to follow the calculations. the professor was knowledgeable, but his teaching style was hard for me to understand over half the time. I did not understand his grading methods, and that was extremely frustrating for me to keep track. I would not recommend any student take this class during the summer, unless they are part of the econ program and love international econ.

**You indicated that you were academically prepared to take this course, what prepared you for this class (which prior courses, which topics)?**

I took micro and macro economics as an undergrad

Preview

I had previously taken micro and macroeconomics prior to taking this course.

Econ prerequisites

micro and macro

Undergraduate: Intro to International Economics course Macro & Microeconomics courses

Previous economic classes

**You indicated that you were not academically prepared to take this course, please comment on issues with prerequisite courses, or what could have been done differently so that a future student like yourself would be better prepared to take this course?**

The course was very mathematically focused and did not feel like an international affairs course

This class was a prerequisite for my degree, however, it had been a decade since my last economics class. I do not expect the class to change the course work or speed specifically for me, but the class was extremely challenging as a result of this gap away from the classroom. When this was brought up to the attention to the professor, I felt it was not taken into consideration, and instead there was an attitude of "sink or swim". The office hours were helpful to reexplain concepts or provide a review of the previous lecture, but there was a steep learning curve. I am unsure what the fix is, as this is a class that builds on basic macro and microeconomics.