

Teaching Portfolio

Steven Walter
PhD Candidate

Department of International Affairs
University of Georgia
Athens, Georgia 30602

Contents:	Page
Teaching Philosophy	1
Description of Courses Taught	2
Sample Teaching Materials	3-6
Sample of Student Work	7
Innovative Teaching Project	8
Activities Related to Teaching	9
Evaluation of Teaching	10-12

Teaching Philosophy

We in the social sciences have a bit of a chip on our shoulders sometimes. Being married to a chemist, I often find myself defending the study of international relations as a “real” science when compared to the more traditional hard sciences. True, we may not work in labs or dissect frogs or whatever it is the proper scientists do, but for international relations in particular, we deal with a staggeringly complex subject. Studying the way countries act in a global realm is almost inconceivably difficult for myriad reasons. Unlike the hard sciences, we do not have the benefit of the process of controlled experimentation. Asking two world leaders to go to war to see how well our theory predicts the outcome is as impractical as it is unethical. Such is the case with any number of topics which we in the field attempt to understand. We deal in natural experiments, hypothetical situations, and broad observations. Trying to hypothesize about human behavior in conflict, while also accounting for any number of structural or systemic variables, seems almost ludicrous.

And yet we try, for so we must. The discipline has even adopted an ever-expanding menagerie of statistical models in attempt to lend credence to our unavoidably incomplete theories. This is certainly worthwhile, but the real importance of the field is even less tangible than our mathematical software. We should not bemoan the complexity of our object of study, but embrace it. The true value of studying international relations is in the process of building better minds, and such things are never made without a challenge. This is precisely the attitude which I bring to my teaching.

In the age of Google, what piece of raw information is more than a few seconds away? I've asked countless musing questions in class which were answered by students only moments after I had finished speaking. The once-sacred rite of bar trivia is forever contaminated by cell phone cheaters. My 11-year-old niece has an iPhone, for crying out loud! The point is, information has never been more accessible. What we as educators should be doing, then, is teaching people how to analyze it properly; how to consider it in context; how to put it into an argument; and how to filter out the good from the bad. In short, we need to be promoting critical thinking and not fact recall.

Looking at the number of standardized tests students have to take these days, I cannot help but wonder what we are preparing them to do. What possible career path consists of taking a bunch of multiple choice tests all day? If there are any, robots will probably be doing them all soon anyway. We do not need any more robots. We need people who can take in information from all of these sources and turn it into knowledge. We need people who can have a discussion and see things from multiple perspectives. That is why I make a substantial portion of my classes discussion-based, and why my tests are primarily open-ended essays. It is why I assign controversial readings, and why I never let the students know precisely where I stand so that they do not feel like they have to pander.

I cannot imagine a scenario where having a sharper mind is ultimately a worse position than having a head temporarily crammed full of formulas and figures. As a student, I loathed the classes that had us recall specific numbers and dates absent their significance. The classes that truly stuck out were the ones where the instructor told us the *why* and not just the what and when. Those teachers imparted a love of learning, not rote memorization, and that is something I strive to do for every single class.

The greatest compliments I have ever received are from students who mention those exact takeaways from my class. I want my students to actually use the recommended reading section of my syllabus! I want them to have ideas, and to discuss those ideas outside of the classroom! I do not care in the slightest if they remember a single date or chart I show them, or even if they remember my name; I actively hope they do not remember the grade they received. If they take a second and more discerning look at a news story, or see the world from an expanded perspective, then I feel like I have done some good in the world. Contributing to a more thoughtful and informed citizenry should be the goal of every good teacher. If we in the social sciences can accomplish that even one student at a time, I truly believe we can shed that inferiority complex once and for all and take our rightful place in the academy as true scientists.

Description of Courses Taught

POLS 1101: Introduction to American Government

During the Fall of 2013 and Spring of 2014, I served as a Teaching Assistant for Dr. Madonna and Dr. Monogan respectively. The course itself covers the basics of how the United States' government is run, including the history of its founding, its organization, and current issues facing the political process. This is a required course for all UGA students, so the main lecture section consisted of several hundred students. My break-out section consisted of 20-23 students, with 2 groups per semester. In those sections, I reviewed material from the main lecture and also designed and presented my own lectures on Georgia politics. Other responsibilities included holding office hours, grading assignments, and proctoring exams.

INTL 3200: Introduction to International Relations

In the Fall of 2014, I was instructor of record for this introductory course on the fundamental principles of international relations. The course is designed to give students a working knowledge of key terms and concepts employed in the discipline, and to enhance their understanding of the intricacies of global politics. My course included several quizzes and exams, weekly presentations on current events going on in the world, and a simulation of an international crisis which the students had to manage. The section contained approximately 40 students.

INTL 1100: Introduction to Global Issues

In the Spring of 2015, I was instructor of record for two sections of this preliminary course for the International Affairs major. The class consisted of a broad survey of various problems or concerns facing the international community, with a focus on potential avenues for resolving said problems. Topics covered included climate change, terrorism, economic development, human rights, and even international sporting events such as the World Cup and Olympics. Students were required to select their own global issue to explore as their final project. Each section contained approximately 40 students. I am also currently teaching another section of this course for Spring 2016.

INTL 4620: Human Rights

During the Maymester of 2015, I served as instructor of record for this upper-division course. The class was designed to cover a wide range of topics related to the concept of universal human rights. We discussed human rights in the context of war and peace, as well as the responsibility for protecting and respecting human rights in the international realm. The class was also shown some of the real life impacts of human rights violations through various documentaries and survivor accounts. As a final project, each student had to compile a report on a country of their choosing and discuss its human rights practices. The section contained approximately 20 students.

INTL 4295: War and Human Security

In the Fall of 2015, I was instructor of record for this upper-division course. The class dealt with the very real problems and outright horrors which face civilians during times of conflict. The subject matter was approached from both a practical and theoretical standpoint. Students read real accounts of civilian victimization, and heard accounts from survivors. We also explored the reasons why such victimization occurs, from both a systemic and individual level. As a final project, students were required to examine a specific incident of civilian targeting and explain the reasoning behind why it occurred. Students were also required to serve as discussion leaders each class period to develop insightful questions to illicit class participation. The section originally contained 40 students, but was expanded to 50 by popular demand.

INTL 4780: Comparative Global Development

In the Fall of 2015, I served as instructor of record for this upper-division course. The class took an around-the-world approach to exploring development in several senses of the word. For each of the major regions of the planet, we discussed their political history, their economic policies, the nature of their social structures, and the major problems facing all facets of development in the region. My goal with the course was to focus on potential solutions for stymied development, which culminated in a simulation where students had to make proposals to the World Bank to ask for funding of a development project. As an individual project, each student had to chart the development history of a specific country of their choosing and focus on how to resolve development issues which plagued them. The section contained approximately 20 students.

Sample Teaching Materials

Portion of Syllabus for INTL 4295: War & Human Security

Course Description and Objectives

"It is well that war is so terrible-otherwise we would grow too fond of it." -Robert E. Lee

War has innumerable costs. Beyond the obvious ones of men and materials, we must also consider the damage done to the land; the damage done to the psyches of those fighting, and the damage done to those who do not even act as combatants. It is on these arguably indirect costs of war that we will focus our studies this semester. How does war impact *human security*?

To answer this question, we will first examine the concept of human security: what does it mean? What basis does it have in history and law? Next we will look at theories attempting to explain the targeting of civilians in conflict: why is it done and is it ever justified? The following sections of the course will examine more specific examples of how war affects civilians: from types of weapons used, to the creation of conditions of disease and malnutrition, and tactics used by belligerents on all sides. To conclude, we will examine specific case studies of civilian victimization and attempt to apply what we have learned by carrying out a simulation. The path of the semester will take us to some dark places, but at the end, we should all have a greater appreciation for the human face of conflict.

By the end of this course, students should be able to:

Explain the concept of human security and how it applies to modern warfare

Understand the various justifications given for intentional civilian victimization and formulate a unique opinion on its utility and/or morality

Describe the impacts war and conflict have on a civilian population

Explore historical examples of civilian victimization and relate them to theories discussed in class readings and discussions

Required Reading

We will be reading large sections of these books, so it is recommended that you purchase or rent them. Some copies may be available in the Main Library, but it is better not to take chances. As of this writing, both of these books are available for under \$20 a piece on Amazon.

Michael Walzer. *Just and Unjust Wars* (4th Edition). New York, NY: Basic Books. 2006

Hugo Slim. *Killing Civilians*. New York, NY: Columbia University Press. 2008.

Recommended Reading

While not necessary for many class assignments, the following books are pertinent to the subject matter and may prove useful for generating ideas related to the final paper. Take note, however, that all topics should be original and not simply re-stating ideas published in the works below.

Zaryab Iqbal. *War and the Health of Nations*. Stanford, CA: Stanford University Press. 2010.

Peter Schrijvers. *The Unknown Dead: Civilians in the Battle of the Bulge*. Lexington, KY: University Press of Kentucky. 2005.

Burke Davis. *Sherman's March: The First Full-Length Narrative of General William T. Sherman's Devastating March through Georgia and the Carolinas*. New York, NY: Random House. 1980.

Timothy Snyder. *Bloodlands: Europe Between Hitler and Stalin*. New York, NY: Basic Books. 2010

Course Expectations

Attendance (10%):

The greatest tip I ever received for doing well in college was simple: go to class. Every day. That being said, some days you simply cannot make it for whatever reason. If you have an excused absence (detailed policy listed below), you will not be penalized. If you have an unexcused absence, you will be allowed one freebie, no questions asked, without losing points here. Each additional unexcused absence beyond the freebie will deduct a point off your grade, up to the full 10%.

In addition, frequent tardiness may also impact the attendance grade. Late entrance to the class is disruptive and will cause you to miss important announcements made at the start of each lecture. I will contact you individually if this becomes a problem.

Sample Teaching Materials

Portion of Syllabus for INTL 4295: War & Human Security (continued)

Course Expectations (continued)

Participation (10%):

Regular and active participation are essential to doing well in this course. Showing up is important, but proving you are engaged with the material is how you indicate that you are learning. Speaking in class, making informed comments, asking probing questions, and responding thoughtfully to prompts are all good ways to participate, but I understand they are not comfortable for everyone. While I encourage you to step outside of your comfort area, I will consider several other options for participation: coming to talk to me before or after class or during office hours; writing out-of-class response papers; e-mailing me questions or comments relevant to the material; volunteering for extra presentations; etc. If you do none of the above, but still show up every single day, the best you can hope for is a 5 out of 10 in this section. Please come and talk to me if you anticipate this will be an issue.

It should also be noted that attendance and participation are highly correlated. You cannot participate if you are not in class. Thus, if you miss several days but participate frequently when you are present, you still should not expect full credit in this area.

Discussion Leadership (10%):

To better appreciate the material, and help your studies, each student will be required to serve as a discussion leader at least once during the semester. As discussion leader, you will be responsible for working with a partner (or max, 2 others) to generate a brief summary of the day's readings for class-wide distribution, and for coming up with two discussion questions per person regarding the day's readings. The summaries and discussion questions should be e-mailed to me by midnight the day before the class you are leading. More details, including sign-ups, will be provided after the first week of class.

Midterm Exam (30%):

There will be one in-class, closed-book exam on Thursday, October 8th. All material covered up to that point will be fair game. The precise format of the exam will be announced closer to time, but will likely consist of several multiple choice, short answer, and essay questions. You will have the full class period to complete the exam; a portion of the class on the Tuesday prior will be spent reviewing for the exam.

Final Paper (40%):

In lieu of a final exam, the main component of this course will be a 3000 word research paper on an instance of civilian victimization of your choice. The word count must consist of body text only, NOT headers, footers, or works cited. The formatting is up to you, but the font should be clearly legible and the citation scheme must be consistent throughout (Whether you use footnotes, end notes, or in-text citations, please use one of the generally acknowledged formats such as APA or Chicago style for your works cited page). More specific details will be announced as the semester progresses. In short, the paper should examine a situation where civilians were victimized during conflict and apply the theories we have discussed during class to explain why it happened. Conversely, you could show how current theories fail to explain your situation and provide a theory of your own. Or, you could examine two similar instances of conflict – one with victimization and one without – and attempt to explain why it occurred in one and not the other. I am open to alternative proposals, but the paper MUST answer a question and not simply provide a summary. You must also choose an example case(s) we have not covered extensively in class.

You will be expected to prepare a one-page summary of your topic for class on Tuesday, October 6th. At that time, we will go more in depth with expectations for good collegiate writing. You will also share your topic with several others in your group and will be expected to receive and provide feedback. A rough draft of your paper will be due in class on Tuesday, December 1st. At that time, we will exchange anonymous copies for critique by your peers. Your final project must include a brief memo showing how your paper addressed the concerns of your peers. The final version, including the memo, will be due 11:59PM on Sunday, December 6th.

Sample Teaching Materials

The following materials are taken from slides which I used to introduce a simulation based on an on-going crisis in the Central African Republic.

Situation!

For more details, check out: <http://www.cfr.org/global/global-conflict-tracker/p32137#l/?marker=26>

In a nutshell, following a coup in March 2013, sectarian violence between Christian and Muslim militias has led to thousands of deaths and hundreds of thousands of displaced persons in the Central African Republic.

Muslim “Seleka” forces initially led the coup, but have since been officially disbanded by the government. Ex-members of the militias have been committing numerous atrocities. In retaliation, Christian “anti-balaka” forces have been committing atrocities of their own. The destabilizing violence threatens to spread to neighboring DRC and South Sudan. The Security Council has dispatched nearly 12,000 peace-keeping troops to the region, but there is debate about how to proceed further...

Simulation Prep

Today, we will be simulating the future direction of the conflict in the Central African Republic
There will be ten groups of five people each; each group will have its own motivations, limitations, and decisions to make

Your goal: reach an outcome that is in line with your objectives without giving up too much

Three Categories:

P5 Countries: 1) US, 2) UK, 3) France, 4) China, 5) Russia

CAR Groups: 6) Government in power, 7) Ex-Seleka forces, 8) Anti-Balaka militias

Regional states: 9) DRC, 10) South Sudan

I will number you from 1 to 10; your number corresponds with the group above you will be representing for the simulation

Each group will be required to create a 1-2 page “operations manual” for their faction

This will include:

Brief background on the group and its role in the situation to date

Goals of the group (if you can't find any specifically listed, use context clues to infer)

Who are your potential enemies? Allies?

What can you offer your allies? What can/should you demand of them?

What do you refuse to compromise on?

I will need one copy of the “operations manual” of each country e-mailed to me by the end of class today

You are welcome to stay here, or your group can go to the library if you all want to have access to computers

I will remain here and will be responsive to questions via e-mail for those who choose the library

Each group member should e-mail me an individual assessment of the other group members' role in the planning

In other words, don't flake out on your group as soon as you are out of sight

Sample Teaching Materials

The material below is pulled from the operations manual of the Ex-Seleka Forces, who took their role in the simulation very seriously and accurately.

Ex-Seleka Group Memo

Brief background on the group and its role in the situation to date

Seleka was a predominantly Muslim rebel coalition/alliance that overthrew former President Francois Bozize in March 2013. The coalition consisted of three groups: the Union of Democratic Forces for Unity (UFDR), the Convention of Patriots for Justice and Peace (CPJP), and Wa Kodro Salute Patriotic Convention (CPSK). Since its formation, there have been reports of deliberate killing of citizens (women, children and the elderly) and destruction of homes in the capital and throughout the countryside.

The Seleka rebel group was officially disbanded by its leader, Michel Djotodia, in September. Djotodia became the new president of the CAR, and it is believed that he disbanded the group to distance himself from the atrocities that they committed. Former members of the group were nominally integrated into the national army. Atrocities have since continued, even under this new “control.” This faction is now known as “ex-Seleka.”

In general, the ex-Seleka find themselves in direct conflict with the anti-balaka, which are the Christian forces formed to fight banditry and to respond to the acts of the ex-Seleka. The conflict has taken an “alarming sectarian dimension” as anti-balaka fighters attack Muslims in direct response to ex-Seleka attacks on Christians. Additionally, there has been intra-Seleka fighting.

Goals:

The goals of the ex-séléka militias are largely to expand and enforce their influence over areas of the country they have at various points in time controlled large portions of the CAR. The overthrow of the government in 2013 is also indicative of a desire to increase political power within the country and possibly seize total control as the CAR is a majority Christian country the séléka forces feel as those they are marginalized politically and economically. In addition, they see themselves as protecting the Muslim population from the anti-balaka forces. Thus, one of the goals of the group is revenge for attacks against them and other Muslims by the anti-balaka group, perpetuating a cycle of violence in which the group’s own goals are contingent on pay-back for aggression.

Who are your potential enemies and allies?

Seleka has been disbanded since its violent altercations with the Christian fighters, anti-balaka . In September of 2013, anti-balaka forces attacked mostly Muslims. Shortly after, Seleka was disbanded, and ex-Seleka members soon emerged and have been seeking revenge against the anti-balaka forces and committing other atrocities throughout the region. The potential enemies of ex-Seleka include anti-balaka, civilians of Central African Republic, and other Christians surrounding the country. Potential allies may include former members of Seleka forces and some Muslims from Chad and Sudan.

What can you offer your allies? What can/should you demand of them?

The Ex-Seleka forces can offer protection from the Anti-Balanka militias for any neighbor countries that are muslim. Also, as a force we should demand from our allies help to stop the Anti-Balanka from targeting muslim civilians and stop this war. We need to sit down with our allies and come up with a strategic plan to end this conflict with the Anti-Balanka.

Refuse to compromise on:

1. Refuse to agree to any resolution that results in lesser political power, demand increased political representation in respect to before the conflict.
2. Demand the ceasing of any and all violent activities against Muslims in the CAR. Specifically, the ceasing of activities by anti-balaka groups.

Sample of Student Work

The following is an excerpt from a student project looking at the reasons behind specific acts of civilian victimization. The student chose to write on Bloody Sunday in Northern Ireland. This student's full paper was easily on par with many graduate papers I have read.

When people think of instances of civilian victimization, they typically think of unstable, war-torn regions in Africa or the Middle East rather than democratic countries with governments accountable to the people and supported by strong institutional norms against the use of indiscriminate violence towards civilians. So when shots rang out during a peaceful civil rights march in Derry, Northern Ireland on the 30th of January 1972, resulting in an initial thirteen dead and thirteen injured at the hands of the 1st Battalion Parachute Regiment of the British army (Hayes and Campbell 2005), the initial reaction was pure shock. Immediately, victims and witnesses had two questions: why had this slaughter happened and how was it allowed to happen? These questions have still not been definitively answered over four decades later, despite the extensive findings released in 2010 as part of an official inquiry headed by the Lord Saville of Newgate. The results of this inquiry, combined with the eye witness testimonies given during the initial investigation and analyses by prominent nationalist figures, indicate that despite claims made by the British Army, issues of civilian ambiguity did not play a significant role in the actual events.

Therefore, one must consider other factors such as the immense pressure on the British government at the time to resolve a steadily worsening and increasingly violent sectarian conflict as well as the possibility of pure indifference to the well-being of the Catholic nationalist community that even bordered on outright hatred. The British government faced pressure from the Unionist establishment to enforce a ban on marches, enacted by the Stormont government in Northern Ireland, by making arrests in order to uphold the rule of law in Derry and throughout Northern Ireland (Mullan 1997). The Unionist establishment particularly wanted to ensure that the crackdown on the civil rights march occurring in Derry would weaken or end the growing civil rights movement in the nationalist communities of Northern Ireland. Compounding this problem was the continued existence of nationalist “no go areas” in which neither the unionist Stormont government nor the British Army had control (McCann 1992). The existence of these no-go areas frustrated and embarrassed the British Army, likely influencing them to crack down on any blatant defiance of the rule of law. This frustration engendered feelings of enmity towards the nationalist community which fatally exploded on Bloody Sunday.

Innovative Teaching Project

In an effort to get my students to better understand the concept of civilian ambiguity, I devised a variation on the well-known party game “Mafia.” In the party game, the police officers are attempting to find the “mafiosi” before they can kill off townspeople or the police officers themselves. The catch is that only the mafiosi and a select few “informants” are aware of their true nature, so it is up to the police to use powers of deduction to ferret out the criminals before it is too late. The police win if all the mafiosi are captured; the mafiosi win if all the police officers are killed.

The parallels to the concept of civilian ambiguity are obvious, but my activity modified the basic premise somewhat. As I wanted to impart, civilian ambiguity is more than just uncertainty because of the so-called fog of war. In my version of the game, there are three occupying soldiers who are attempting to discover who are the secret rebel guerrilla fighters, in addition to several students who are randomly chosen to be guerrilla sympathizers. The guerrillas and their sympathizers are attempting to undermine the power of the soldiers and their collaborators, but they must do so without revealing who they are. If they are discovered to be guerrillas or sympathizers, the soldiers have the power to remove them from the game and thus advance their cause. Thus, the soldiers are given the opportunity to “question” citizens to help determine their true motives. If they detain an actual sympathizer or guerrilla, they are one step closer to their goal. If they detain a peaceful citizen by mistake, it turns a formerly neutral citizen against them and into the arms of rebels.

The game itself worked even better than I could have hoped for in explaining the concept. The soldiers became frustrated because there was no good way to determine who was telling the truth or not, and they ended up arbitrarily detaining many more people than they needed to. This is a situation which happens in real life all too frequently, though often with ghastlier results. The rebels and sympathizers effectively used these actions to bolster their cause, and they eventually had a strong following and were poised to win. At that point, however, one of the soldiers got creative. And by creative, I mean she cheated and peeked into the rebel meeting when she was not supposed to. Though unexpected, the action inadvertently allowed me to make a larger point: in conflict situations, people often do what they have to do to win. Desperate times call for desperate measures, and the soldier employed a type of “intelligence” to discover the identity of the rebel leaders and shut down the movement.

The students were very enthusiastic in their enjoyment of the process. Many of them took their randomly assigned roles very seriously, and it allowed them to truly grasp the concept of what it is like to be in such a situation on either side. The rebels were a little annoyed that the soldier cheated, but most of them admitted they were just jealous they had not thought to do the same thing.

I feel this project was an entertaining way to make a serious point that could have very easily been learned and then forgotten. In conflict situations, it is real people involved on both sides of the equation, and real people are often operating with incomplete information at best. When life and death are at stake, snap decisions can often lead to horrific consequences, and sometimes, only the unscrupulous survive. If nothing else, it was an exciting way to spend a class session, and based on the final projects they completed, they really took the meaning of the exercise to heart.

Activities Related to Teaching

At the University of Georgia

Summer Academy at UGA: Instructor

For the Summer of 2016, I have recently been selected to serve as an instructor for the week-long U.S. National Security- Mock Council summer camp for the Summer Academy at UGA. The camp provides an opportunity for middle and high school students to experience a more in-depth look at subjects of interest to them, with the Mock Council looking more at the decision-making and inner-workings of the security apparatus in the United States.

CURO Thesis Reader

For the Spring 2016 semester, I am serving as a thesis reader for student Vanessa T.'s senior project on sexual violence in different types of conflicts around the world. I will read, edit, and provide suggestions for her project as it moves forward and ultimately be present at her presentation of her final project.

Nominee: Teaching Award from the SPIA Student Union

For the Fall 2015 semester, the School of Public and International Affairs Student Union nominated me for a student's choice teaching award. While I did not win, I was the only graduate student nominated in the field.

Guest Lecturer: Politics of International Trade and Finance

In the Fall of 2012, as part of my duties for my research adviser Dr. Darius Ornston, I delivered a lecture on the factor and sector models of production for his course on Politics of International Trade and Finance.

Outside the University of Georgia

Summer Course Instructor

During the Summer of 2010, I participated in the Alabama School of Mathematics and Science's "Adventures in Math and Science" program as an instructor for a course on Mythology. I also served as a residential coordinator and mentor for several of the students during their two weeks staying on campus.

Certificate of Civic Education

At my undergraduate institution, Arizona State University, I completed the necessary coursework to achieve a certificate in Civic Education, verifying that I had sufficient instructional knowledge of basic government practices and policies. This was conferred as part of my degree in Political Science in May of 2009.

English Instructor

During the Summer of 2008, I worked for the Caritas Bucharest Association, a Romanian charity operating in the capital. As an intern, I worked with orphaned Roma children teaching them English and serving as a mentor. While there, I received special commendation from the director of the charity for my hard work over my two months.

Student Evaluations

Summer 2015- INTL 4620: Human Rights

(Scale of 1 to 5: 1 being worst, 3 being average, and 5 being best)

Questions	1	2	3	4	5	Mean
1. Preparation.	0	0	0	3	15	4.83
2. Instruction.	0	0	0	5	13	4.72
3. Stimulation of Interest.	0	0	0	5	13	4.72
4. Breadth.	0	0	0	2	16	4.89
5. Overall Rating.	0	0	0	3	15	4.83

Mean of 1-4: 4.79

Mean of 5: 4.83

Comments:

“Steven was passionate about the course and it motivated me. Would definitely take him again!”

“Steven is among the top 3 professor’s [sic] I’ve had the pleasure of learning from.”

“He is very nice about explaining things. And patient with all his students. Explains clearly and is a fair grader.”

Student Email:

“Though I have learned (or memorized) facts from a lot of the classes I’ve taken thus far, very few have taught me to think and understand. I did not get a chance to express how your course helped me when we all had the last class of the semester, but taking your course was tremendously helpful. Now, when I watch war films, read articles on current conflicts, or listen to newscasts about the Middle East, I’m constantly picking out applicable theories. I believe learning is defined by how much my viewpoints change, and your class certainly made me experience that. To think diplomatically can be difficult at times, because it can sometimes take out the value of individuals and focus mostly on governments, factions, and institutions”

January 4, 2016

Student Evaluations

Spring 2015- INTL 1100: Intro to Global Issues

(Scale of 1 to 5: 1 being worst, 3 being average, and 5 being best)

Questions	1	2	3	4	5	Mean
1. Preparation.	0	0	0	8	29	4.78
2. Instruction.	0	2	0	6	29	4.68
3. Stimulation of Interest.	0	0	2	7	27	4.69
4. Breadth.	0	0	0	8	29	4.78
5. Overall Rating.	1	0	0	4	32	4.78

Mean of 1-4: 4.74

Mean of 5: 4.78

Comments:

“He’s one of the beset teachers I’ve ever had. Very involved & accommodating!”

“I really enjoyed the enthusiasm the professor had in class every day. I cannot think of any major critiques. This was a great class and it sparked my interest in international affairs.”

“I definitely enjoyed this class considering it is the first class I’ve taken required for my major. I feel like the instructor helped lay a solid foundation for my future development in the International Affairs department. He organized the class very well and I enjoyed the discussion aspect he strongly promoted.”

Student Email:

“I also wanted to let you know how much I've appreciated you this semester. My close friends know you as my "Really nice professor" and hear a lot about our attendance questions and the various things you do to be a really wonderful instructor. I was lucky to have some great professors this semester, but your kindness amazed me over and over again, especially in light of other friends complaining about their awful teachers. I didn't expect you to do things like move the due date of the essay to accommodate the class even though you would have to work so much harder to get everything done by the day you leave for your trip (I think that's today?), or to listen to our mid-semester evaluations and noticeably change things in class to reflect how we felt but you did do those things. I think that sets you apart so far as an instructor. “

December 19th, 2015

Student Evaluations

Spring 2015- INTL 1100: Intro to Global Issues

(Scale of 1 to 5: 1 being worst, 3 being average, and 5 being best)

Questions	1	2	3	4	5	Mean
1. Preparation.	0	0	0	4	30	4.88
2. Instruction.	0	0	0	5	29	4.85
3. Stimulation of Interest.	0	0	1	8	25	4.71
4. Breadth.	0	0	1	5	28	4.79
5. Overall Rating.	0	0	1	3	30	4.85

Mean of 1-4: 4.81

Mean of 5: 4.85

Comments:

“This was my favorite course this semester. The instructor was well prepared and caused students to be active with the subject material.”

“He always came in with the enthusiasm that helps classroom respond and interact with each other. The first class at UGA that I’ve taken that focuses on the interaction of the students and their critical thinking skills...”

“Really liked the class and how it made me think and speak beyond my comfort zone.”

From RateMyProfessors.com:

“If you do not like to read then do not take this class. There is a ton of reading, but for the most part it is interesting. He is extremely helpful and clearly passionate. Participation really matters, and you have to speak almost every day in order to get full points. He really cares about his students, and he does make changes based on feedback. “

“He's super awesome, definitely my favorite professor at UGA so far. I've recommended him to a couple of people who aren't even that interested in IA, because he makes the topic fun even if it's not your thing. He's really engaging and his lectures are energetic, I always enjoyed class time. Fun dude and a fantastic professor.:) “

“Steven is one of the best professors I've had at UGA, and he's only a grad student. He makes the information really interesting, and he's hilarious...”