

Overview

This portfolio demonstrates how I have carried out my teaching philosophy in past courses, including courses taught in the Political Science department at Wesleyan University, Northwestern University, Lake Forest College, and Fairfield University and in the Communication departments at Loyola University-Chicago and DePaul University. I also include evaluations from the courses for which I was a teaching assistant in the Government and Political Science Departments at Georgetown University and Northwestern University.

I was chosen by my students at Wesleyan to be one of five faculty members campus-wide to address the student body on a “big-think” topic for a TED-style talk. My speech encouraged Wesleyan students to think broadly and across traditional disciplines, focusing on the meaning and importance of tolerance and how the lack of it creates both explicit and implicit inequalities on college campuses.

I was also awarded the Weinberg College Outstanding Graduate Student Teacher Award while a graduate student at Northwestern. The award is given annually to three students at Northwestern University- one in the social sciences, one in the humanities, and one in math and biological sciences- for excellence in teaching and commitment to undergraduate education. I am proud to be the recipient of the award for the best teaching assistant in the social sciences while at Northwestern.

The core of my teaching philosophy is to create a classroom environment where students are encouraged to reflect critically on American politics, its actors and processes, and perhaps most importantly, its relevance and significance in everyday life. I encourage students to engage with both recent political and social research and current events, to discuss these issues with their peers, and to seek guidance from me when developing empirical research questions.

The following pages include my teaching philosophy, teaching experience, teaching awards and evaluations, sample syllabi and lesson plans, and the abstract of a teaching and learning article I am writing. I believe this portfolio demonstrates the enthusiasm and energy with which I approach teaching and learning.

Thank you for your consideration,

A handwritten signature in black ink, appearing to be 'BFH', with a long horizontal line extending to the right.

Brian F. Harrison

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Teaching Philosophy

My overarching goal in teaching is to catch my students off-guard and to challenge them to look at politics and government with a fresh perspective. When I teach, I bring my genuine interest for teaching and for American politics to the classroom, emphasizing the normative importance of being informed and engaged with politics and government. I also try to challenge them to think outside of their past experiences and beliefs to consider the needs and opinions of others. In such a highly partisan political time, it is important for students of all ideologies and identities to learn how to respect the opinions of others, even those with whom they may (strongly) disagree.

My role as a professor is not to persuade them to think like me; instead, I encourage students to encounter opposing viewpoints, to consider the role of data and evidence in making an assertion, and how public policy affects others. I also believe in integrating research and teaching by including students in all aspects of the research process and welcome them to participate in my own current research projects when possible. For example, a team of students helped me to conduct a field experiment and exit poll and to analyze the data once collected; several of these students went on to design their own field experiments and surveys for their senior thesis projects. This active approach encourages application of concepts, not merely memorization, and students gain valuable insight into research design, data collection and analysis, and academic writing. In my experience, this hands-on approach significantly adds to their overall scholastic education and helps them to cultivate their own interests.

I was selected by Wesleyan students as one of five faculty members to give an address at the end of my year there. The speech encouraged students to think broadly and across traditional disciplines, focusing on the importance and meaning of tolerance and how the lack of it creates both explicit and implicit inequalities on college campuses. I also won the Weinberg College Outstanding Graduate Student Teaching Award, recognizing me as the top teaching assistant in all of the social sciences at Northwestern University. Students have often told me that my enthusiasm for politics is infectious and that my level of interest in the discipline rubs off on them. In one evaluation of my teaching, a student writes, “The passion [Professor Harrison] has for American Politics is tangible and he tries his best to infuse the same love for the subject into his students. I have found that I now think about government in a whole new way, which is exciting and provides me with new insight into the political process.” Another student writes, “Professor Harrison’s class is a true example of why I chose a liberal arts college: I had thought provoking conversations that will stay with me long after the class has ended with a small but amazing group of individuals.” Finally, another student comments, “What distinguishes [Professor Harrison] from being merely good to being outstanding is his commitment to teaching his students more than just the names, dates, and concepts covered in the readings and lectures: by the end of the quarter, he expects his students to have refined their critical thinking skills, and has developed innovative strategies in pursuit of his goal.”

My course design and implementation focus on three central goals: consuming political events as an everyday habit; communicating clearly and effectively through a variety of media; and thinking broadly and critically about political events and actors. First, I encourage students to incorporate knowledge and consumption of current political events into their everyday life. By discussing theory through the lens of current politics, participants in my classes critically evaluate current

political events and actors and apply course concepts to accessible examples. Second, I challenge students to communicate their thoughts about political and social behavior through a variety of media. Given the importance of written and verbal communication regardless of career path after college, my students complete a variety of assignments to develop their written, verbal, and presentational skills. Finally, I encourage students to ask interesting and important theoretical questions and to consider the normative implications of those questions.

I constantly strive to surprise and to challenge my students by engaging them in unique, targeted collaborative activities, lectures, and small group assignments to further their understanding of key aspects of a course. While serving as a teaching assistant in a Parties and Elections course at Northwestern, I designed and implemented a mock election to give students the opportunity to apply the concepts from lecture and course readings. I assigned each of three discussion sections to one political party or movement (Democratic, Republican, or Tea Party), and each week, students were given a collaborative task that would ultimately help them run their “campaign.” Among other tasks, students nominated a party chairperson and a Presidential candidate, a communications director, and a research director. Throughout the quarter, students worked in small groups in discussion section, integrating new concepts into their campaign strategy, and I structured discussion section in a way to ensure that they were relying on course readings as well as contemporary politics to develop their platforms.

Over the course of the quarter, the candidates and parties designed their respective strategies to fit within the ideology of their given party/movement but also to appeal to the most students in the 50-student course. I then moderated a Presidential candidate debate, and each party chairperson gave a presentation outlining the party platform. Due to a clever, well-targeted approach, the Tea Party candidate came three votes from winning despite the strong Democratic/liberal leanings of the students. The campus newspaper covered the event, and one student noted, “It’s thinking about how [the issues] can be related in a totally successful way to the electorate, which in this case is the class... The challenge is how to frame those issues to appeal to a relatively liberal group of students” (Daily Northwestern, November 15, 2010). This is just one example of how I have engaged students in a genuine, novel way so they not only retain information but also apply the key concepts in the course.

I have actively sought to broaden my repertoire of teaching techniques. I have attended the APSA Conference on Teaching and Learning and presented a paper on diversity and inclusion. While at Northwestern, for example, I was accepted into the Graduate Teaching Certificate Program through the Searle Center for Teaching Excellence. In the program, I have attended intensive teaching seminars on writing course objectives and designing courses, developing assessment methods, encouraging critical thinking, and developing writing skills. I will continue to grow as a teacher by contributing to the scholarship of teaching and learning; by soliciting and integrating student feedback; and by finding new ways to make political and social science relevant to student learning and life goals. I have been extraordinarily fortunate to have had my own positive learning experiences that have inspired me to be a professor who is an enthusiastic teacher, advisor, and scholar. I am devoted to strengthening undergraduate education by creating and implementing clear course objectives and by focusing on creating a new generation of critical thinkers, savvy communicators, and active citizens.

Academic Experience

Context: I am currently a Lecturer at Northwestern University and Lake Forest College. Previously, I was Visiting Fellow at Yale University's Institution for Social and Policy Studies; Visiting Scholar at New York University; and Visiting Assistant Professor at Wesleyan University. Prior to Wesleyan, I taught five of my own courses as well as served as a teaching assistant for various classes at Georgetown University, DePaul University, and Northwestern University. Below, I provide a list of the courses taught both in communication and political science departments.

- **Lecturer, Department of Politics**, Lake Forest College, 2016-present

Courses taught: American Government and Politics (Spring 2017 semester).

- **Lecturer, Department of Political Science**, Northwestern University, 2016-present

Courses taught: LGBTQ Identity and Politics (Winter 2016 quarter); American Government and Politics (Spring 2016 quarter).

- **Visiting Assistant Professor**, Department of Government, Wesleyan University, 2013-2014

Courses taught: Introduction to American Politics and Government and LGBT politics (Fall 2013 semester); Empirical Methods Spring 2014 semester; Intersecting Identities in U.S. Public Opinion (Spring 2014 semester).

- **Teaching Assistant**, Department of Political Science, Northwestern University, 2009-2011
Responsibilities: Held weekly discussion sessions, graded all course material, and provided feedback on all written and verbal assignments.

Courses Taught: Congress & the Legislative Process (Winter 2010 & Winter 2011); The Presidency (Spring 2010); Parties and Elections (Fall 2010); Public Opinion and Voting Behavior (Fall 2011).

- **Lecturer**, Department of Communication, Loyola University-Chicago, 2007-2008

Courses Taught: Communication Processes (3 sections, Fall and Spring semesters); Public Speaking and Critical Thinking (Spring semester)

- **Instructor and Teaching Assistant**, Department of Communication, DePaul University, 2007

Courses Taught: Introduction to Public Relations (2 sections; 1 section as instructor); Seminar on Anti-Americanism; Public Relations Theory; Communication Campaigns

- **Teaching Assistant**, Department of Government, Georgetown University, 2001-2003

Courses taught: Introduction to Public Policy (3 sections); Senior Seminar on Constitutional Reform

Professional Development and Departmental Service

Context: I have served in several positions that show my commitment to teaching and to departmental service, both as a graduate and as an undergraduate student. I have been involved in admissions committees in several capacities and have also earned a position as the Assistant Director of the Washington Semester Program within the Government Department at Georgetown University, integrating many facets of the undergraduate experience. Most recently, I was accepted into the Graduate Teaching Certificate Program at Northwestern, an intensive yearlong program focusing on teaching methods, assessments, and evaluation.

- Committee Chair, Timothy Cook Graduate Student Paper Award, APSA Political Communication Section, 2013- present
Currently chair the committee to select the best graduate student paper in political communication from the previous year's APSA meeting. (I was the award recipient in 2013).
- Committee Chair, Best Paper in LGBT Politics, Midwest Political Science Association, 2016-present
Currently chair the committee to select the best paper on LGBT or sexuality politics presented at the previous year's MPSA meeting. (I was the award recipient in 2016).
- Graduate Teaching Certificate, Northwestern University, Searle Center for Teaching Excellence, 2011-2012
Year-long program including discipline specific as well as cross-disciplinary discussions of core issues in university teaching, culminating in a teaching portfolio project.
- Student representative, Tenure and Promotion Review Board, DePaul University, 2006-2007
Conducted independent survey research on student evaluations of and experiences with communication professors under review for tenure and promotion, presented findings to the university tenure committee, and mediated discussion between departmental leadership and the DePaul University tenure review board
- Undergraduate Representative, Georgetown College Department of Admissions, 2003
Reviewed undergraduate applications, selected students for acceptance, and helped to determine the composition of the incoming first-year class of 2003.
- Assistant Director, Teaching Assistant for Washington Semester Program, Georgetown University, 2001-2004
Determined the academic makeup and admission standards for the Georgetown University internship program in the Government Department. I also organized the Washington Semester office, coordinated the arrival, housing, course registration, and orientation for undergraduate participants. Finally, I provided academic and career advice to undergraduate students and coordinated administrative and academic support in courses offered by the Government Department and throughout the university.

Descriptions of courses and sample syllabi

Context: Below, I include the syllabus for three courses, taught at Northwestern University or Wesleyan University. The first is an introductory American politics course; the other two were upper-level courses for mostly junior and senior students.

1. **Introduction to American Government & Politics (GOVT 151)**
(Syllabus listed below)

This course serves as an introduction to the systematic and scientific study of American politics, political institutions, and political actors. Students will be introduced to the basic institutions of American government, especially as established in the Constitution, and with an introduction to currents of thought among social scientists about the workings of U.S. politics and political actors. This course familiarizes students with innovative as well as classic approaches to studying U.S. government. In the end, each student will have a solid grounding in our national political institutions and processes, sharper reading and writing skills, and insight into approaching politics critically and analytically.

2. **LGBT Politics (GOVT 242)**
(Syllabus listed below)

In the past 15 years there has been a meteoric and unprecedented shift in attitudes in the United States toward gay marriage and toward lesbian, gay, bisexual, and transgender (LGBT) individuals, yet many obstacles to LGBT equality remain. This course will include a broad discussion of public opinion, its formation, and how it is affected by the news media; contemporary opinion toward LGBT individuals in the U.S. context; a history of the LGBT movement; and a focus on institutional constraints on issues like marriage equality, adoption rights, employment non-discrimination, and transgender equality.

3. **Empirical Research Methods (GOVT 366)**
(Syllabus listed below)

This course will discuss the amount of data available about people's behaviors, words and emotions and how to apply that data to support a larger research project or agenda. In addition, students will explore the many ways to gather and use this data for both qualitative and quantitative research questions. Geared toward upper-level students who have an initial research question they wish to develop further, students will become familiar with an array of digital research methods and apply at least two of these methods to the research question they bring to the course. This course will prepare students to work on an undergraduate thesis project or another substantial research project within political science.

GOVT 151: American Government & Politics*

Mondays & Wednesdays, 8:30-9:50am or 1:10-2:30pm

Dr. Brian Harrison, Ph.D. bfharrison@wesleyan.edu

Office/Office Hours: PAC 331, Thursdays 10:30am-1:30pm

Purpose: This course serves as an introduction to the systematic and scientific study of American politics, political institutions, and political actors. Students will be introduced to the basic institutions of American government, especially as established in the Constitution, and with an introduction to currents of thought among social scientists about the workings of U.S. politics and political actors. This course familiarizes students with innovative as well as classic approaches to studying U.S. government. In the end, each student will have a solid grounding in our national political institutions and processes, sharper reading and writing skills, and insight into approaching politics critically and analytically.

Overall Course Objectives

As a result of this course, students will be able to:

- Cultivate an appreciation for and attention to American politics as a habit in everyday life
- Feel like a more informed citizen of the United States and of the world
- Develop a deeper understanding of political science as a discipline and understand how political scientists perform their work

Specific Learning Objectives

1. Clearly communicate the importance of American politics in American life through both verbal and written assignments
2. Critically analyze biased political media sources, one-sided political analyses, and/or partisan reasoning
3. Assess the strengths and weaknesses of different approaches to the study of American political institutions and actors

Etiquette: Although I will spend some of our class time lecturing, we will have many dialogues, both in class and online. In these discussions, you are encouraged to use your personal experiences and perspectives as well as your understanding of the course material and current events. Direct personal attacks against others in the class are not permitted. Insulting anyone one inside or outside the class on the basis of race, ethnicity, gender, gender identity, age, sexual orientation, religion, party affiliation, or national background is not permitted. Violations of these rules will be reflected in your grade and, if they continue, may result in disciplinary action by the University.

I highly value class discussion and interaction. I regard it as an integral part of the learning experience and learning from you is one of the joys of my job. Therefore, I expect you to attend lectures and to complete the assigned readings before attending class. I look forward to hearing

*This syllabus does not constitute a binding contract and any assignment, reading, or requirement may be altered at the discretion of the professor at any time.

your thoughts and your interpretations of the way the course material informs our understanding of current events.

Disability Resources: Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible.

If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.

Copyrighted Class Materials: All course materials including but not limited to class notes, lectures, handouts, and presentations are the copyrighted materials of the instructor. The copying and sale of any such materials will subject the involved parties to the provisions of the Federal Copyright Act.

Assessment Plan: More details for each assignment will be provided in lecture.

- **Midterm Examination: (20%).** The exam will consist of both short answers and an essay(s).
- **Debate Leadership (10%) and Memo (15%):** We will conduct policy debates for several weeks and you will lead either the pro or con side of one debate with a partner. Your presentation should be roughly 15 minutes, with more time for rebuttal. More details to come. Sign-up for debate issues will take place by the end of week 2 and debates will begin during week 3. Along with your presentation, you will turn in a 2 or 3-page, single-spaced memo outlining your arguments along with a description of two other sources that contributed to your presentation.
- **Short paper: (15%).** You will write one short paper (5-7 pages) critically reflecting on one of the course's topics. You should *not* just summarize the readings but instead should discuss how they compare to and contrast with other readings or contemporary American politics. Due November 13.
- **Final exam: (30%).** The exam will consist of both short answers and an essay. The exam will be comprehensive, covering all material from the entire term.
- **Participation: (10%).** We will have a variety of different exercises during class that will give you many opportunities to voice your opinions about current events and the course materials. This includes turning in two questions during each of the debates in which you are not participating, short in-class assignments, etc.

Grade Requests: Grading can be a subjective exercise and sometimes, despite my best efforts, I make a mistake. If you want to contest your grade on a specific assignment, you must wait 24 hours before you may discuss it with me. I ask that you give me a one-page (at most) explanation for your request. At my discretion, I may re-grade the assignment but it should be noted that your grade may go up **or down** as a result of the re-grading.

Writing Specifications: Please note that all written assignments are expected to be typed, doubled spaced with one-inch margins and in a 12-point font. Acceptable fonts are Palatino Linotype or Times New Roman. Please number your pages and be sure that your paper is stapled before you turn it in. The clarity of your writing will affect the strength of your argument and therefore students should proofread and spell-check their work carefully. You must cite any information and/or ideas that you take from someone else's work. Also note, you should limit your use of direct quotations (someone else's words surrounded by “”) to the rare occasion when the original

author has stated your point perfectly and it cannot be improved. Otherwise, you are generally better off stylistically using your own words and citing the ideas and facts provided by other authors. For citations, I prefer that students use the American Psychological Association (APA). However, any citation method is acceptable as long as it is used correctly and consistently. For additional information on APA style, visit <http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Course Syllabus

Required Texts

- Kernell, Samuel, Gary C. Jacobson, Thad Kousser, and Lynn Vavrek. 2013. The Logic of American Politics (6th Edition). Washington, D.C.: CQ Press.
- Kernell, Samuel & Steven S. Smith. 2013. Principles and Practice of American Politics (5th Edition). Washington D.C.: CQ Press.

Readings not in the Kernell, Jacobson, Kousser, & Vavrek book (KJKV) or the Kernell & Smith book (K & S) are marked “online” and/or will be distributed in class. Classes begin on Monday, September 2

Week 1: Introduction

Monday, September 2 (*No Assigned Reading*). Introduction to the course, student and professor expectations, syllabus review.

Wednesday, September 4:

Topics: Collective action, the prisoner’s dilemma, institutional design, public and private goods, principals and agents.

Readings:

- KJKV, chapter 1
- Mancur Olson, Jr. From *The Logic of Collective Action*. (K & S 1-1, p. 1)
- Garrett Hardin. The Tragedy of the Commons. (K&S 1-2, p. 12)

Week 2: The Founders and the Constitution

Monday, September 9; Wednesday, September 11

Topics: Weaknesses of the Articles of Confederation, Checks and balances, popular sovereignty, the Great Compromise, separation of powers, federalism, nationalization.

Readings:

- KJKV, chapters 2 and 3
- The Constitution of the United States (in KJK, pp. 552-61)
- The Federalist, 10, 51 (K & S, 2-3 and 2-4, pp. 64 and 71)

Week 3: Congress and the Legislative Process

Monday, September 16; Wednesday, September 18

Topics: Representation, redistricting and gerrymandering, incumbency advantage, leadership structure, the committee system, how a bill becomes a law.

Readings:

- KJKV, chapter 6
- David Mayhew, "Congress: The Electoral Connection." From *The American Congress Reader*, Steven Smith, Jason Roberts, and Ryan Vander Wielen (eds). (ONLINE).
- John Aldrich & David W. Rohde. "Congressional Committees in a Continuing Partisan Era." (K & S 6-3, p. 231).

DEBATE 1 (9/18): Proportional Representation (Pro: p. 191; Con: p. 198).

Week 4: The Presidency

Monday, September 23; Wednesday, September 25

Topics: Various roles of the president, growth of presidential power over time, the cabinet, going public, presidential rhetoric, the president's staff.

Readings:

- KJKV, chapter 7
- Richard E. Neustadt. From *Presidential Power*. (K&S 7-1, p. 254).
- John P. Burke. "The Institutional Presidency." (K&S 7-2, p. 275).
- Samuel Kernell. From *Going Public*. (K&S 7-3, p. 300).

DEBATE 2 (9/25): Abolishing the Electoral College (Pro: p. 265; Con: p. 273)

Week 5: Supreme Court

Monday, September 30; Wednesday, October 2

Topics: Judicial review, structure of federal judiciary, Supreme Court history, justice confirmation process, judicial activism, recent decisions.

Readings:

- KJKV, chapter 9
- The Federalist, No. 78 (K&S 9-3, p. 414).
- Antonin Scalia. From *A Matter of Interpretation: Federal Courts and the Law*. (K&S 9-1, p. 383).
- Stephen Breyer. From *Active Liberty*. (K&S 9-2, p. 401).

DEBATE 3 (10/2): Term limits for Supreme Court Justices (Pro: p. 314; Con: p. 324)

Week 6: Civil Rights and Civil Liberties

Monday, October 7; Wednesday, October 9

Topics: Rights and liberties, recognition of rights of ethnic/racial groups, the Bill of Rights, due process, equal protection, freedom of speech, religious freedom, privacy.

Readings:

- KJKV, chapters 4 and 5
- Richard Thompson Ford. From *The Race Card*. (K&S 4-1, p. 110)
- Cass R. Sunstein. From *Republic.com 2.0*. (K & S 5-1, p. 139).

MIDTERM EXAM: Monday, October 14

NO CLASS: Wednesday, October 16

FALL BREAK: Monday, October 21 (no class)

Week 7: Interest Groups & Political Influence

Wednesday, October 23

Topics: Interest groups, PACs and Super PACs, money in politics, campaign finance reform, institutional change

Readings:

1. KJKV, chapter 13
2. KJKV, chapter 15

Week 8: Political Parties and Partisanship

Monday, October 28; Wednesday, October 30

Topics: Who controls the party, nominations and the united front, partisanship among voters and elites, partisanship versus ideology, factions versus parties, third parties, party system history, party decline and resurgence

Readings:

3. KJKV, chapter 12
4. John Aldrich. From *Why Parties?* (K&S 12-1, p. 602).
5. American Political Science Association, "Toward a More Responsible Two-Party System." (ONLINE).
6. Larry M. Bartels. "Partisanship and Voting Behavior, 1952-1996." (K&S 12-2, p. 615).

DEBATE 4 (10/30): National primary for Presidential nominations (Pro: p. 139; Con: p. 147)

Week 9: Public Opinion

Monday, November 4; Wednesday, November 6

Topics: Voters and non-voters, ideologues and the undecided, polling, non-attitudes, partisanship, polarization.

Readings:

- KJKV, chapter 10
- Herbert Asher. "Analyzing and Interpreting Polls." (K&S 10-1, p. 436).
- Morris P. Fiorina. From *Culture War: The Myth of a Polarized America*. (K&S 10-3, p. 481).

DEBATE 5 (11/6): Compulsory Voting (Pro: p. 104; Con: p. 110)

SHORT PAPER DUE WEDNESDAY, NOVEMBER 13

Week 10: The Media

Monday, November 11; Wednesday, November 13

Topics: Television versus newspapers, bias, reporters versus editors, sound bites, images versus text, the White House Press Corps, media effects (priming, agenda-setting, framing)

Readings:

- KJKV, chapter 14
- Nelson, Thomas E., Rosalee A. Clawson, & Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties conflict and its Effect on Tolerance." *American Political Science Review*, 91(3): 567-583. (ONLINE).
- Druckman, James N. 2004. "Priming the Vote: Campaign Effects in a U.S. Senate Election." *Political Psychology*, 25(4): 577-594. (ONLINE).

Week 11: Political Campaigns and Elections

Monday, November 18; Wednesday, November 20

Topics: The powers and limits of campaigns, turnout, how voters decide, campaign spending, positive and negative advertising, the Electoral College

Readings:

- KJKV, chapter 11
- Popkin, Samuel. From *The Reasoning Voter*. (K&S 11-1, p. 533).
- Schudson, Michael. "America's Ignorant Voters." (K&S 11-4, p. 588).

Weeks 12-13: Political Science Methodology and Measurement

Monday, November 25; Wednesday, November 27 (No Class); Monday, December 2

Topics: Surveys and polls, experimental design, interviews and qualitative research, measurement (and mis-measurement) of political phenomena

Readings:

- Hillygus, Sunshine D. 2012. "The Practice of Survey Research: Changes and Challenges." In *New Directions in Public Opinion*, Adam Berinsky (ed). New York: Routledge. (ONLINE).
- Huff, Darrell. 1954. *How to Lie with Statistics*. New York: W.W. Norton Company. Chapters 1-3, pp. 13-54. (ONLINE).

Wednesday, December 4: Final conclusions, final exam review

FINAL EXAM SCHEDULE:

8:30am section: Final Exam on Thursday, December 12; 9-12

1:10pm section: Final Exam Wednesday, December 11; 9-12

GOVT 242: LGBT Politics in the United States

Mondays & Wednesdays, 11am-12:20pm

Dr. Brian Harrison, Ph.D. bfharrison@wesleyan.edu

Office/Office Hours: PAC 331, Thursdays 11am-2:00pm

Purpose: In the past 15 years there has been a meteoric and unprecedented shift in attitudes in the United States toward gay marriage and toward lesbian, gay, bisexual, and transgender (LGBT) individuals, yet many obstacles to LGBT equality remain. This course will include a broad discussion of public opinion, its formation, and how it is affected by the news media; contemporary opinion toward LGBT individuals in the U.S. context; a history of the LGBT movement; and a focus on institutional constraints on issues like marriage equality, adoption rights, employment non-discrimination, and transgender equality. As a result of this course, students will be able to:

Overall Course Objectives

- Analyze the progression of LGBT rights in the context of public opinion and U.S. institutions
- Think about social justice and social movements in the context of LGBT identities and politics
- Critically evaluate arguments and/or counter-arguments to contemporary debates surrounding LGBT rights

Specific Learning Objectives

4. Read controversial and difficult material objectively and critically.
5. Communicate how the LGBT movement changed over time and the social and cultural significance of those changes
6. Engage with different approaches to the study of public opinion, identity politics, and LGBT politics
7. Construct a narrative about identity, sexual orientation, and public opinion in the United States over the past several decades

Etiquette: Although I will spend some of our class time lecturing, we will have many dialogues, both in class and online. In these discussions, you are encouraged to use your personal experiences and perspectives as well as your understanding of the course material and current events. Direct personal attacks against others in the class are not permitted. Insulting anyone one inside or outside the class on the basis of race, ethnicity, gender, age, sexual orientation, religion, party affiliation, or national background is not permitted. Violations of these rules will be reflected in your grade and, if they continue, may result in disciplinary action by the University.

I highly value class discussion and interaction. I regard it as an integral part of the learning experience and learning from you is one of the joys of my job. Therefore, I expect you to attend lectures and to complete the assigned readings before attending class. I look forward to hearing your thoughts and your interpretations of the way the course material informs our understanding of current events. As a teacher, one of my primary goals is to empower students to claim their own education. I emphasize discussion and limit the number (and length) of my lectures. This discussion-based format means that you, along with your classmates, bear a lot of responsibility for the success of the class. You must hold each other accountable for the claims that you make and the ideas you express. And you must make sure that you come to class prepared with some thoughts/questions so that we can have respectful and productive discussions about the material.

Students with Disabilities: Students requiring classroom accommodation for disabilities must provide written documentation from the appropriate university official regarding the specific

disability during the first week of class. Any student with a disability requiring special accommodation should contact the Office of Services for Students with Disabilities as soon as possible. It is the responsibility of the student to make the teaching assistant aware of any disabilities as soon as possible so all accommodations can be made.

Copyrighted Class Materials: All course materials including but not limited to class notes, lectures, handouts, and presentations are the copyrighted materials of the professor. The copying and sale of any such materials will subject the involved parties to the provisions of the Federal Copyright Act.

Required Books:

- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press.
- Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
- David Eisenbach, 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf.
- The Politics of Same-Sex Marriage, Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press.
- LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press.
- Chauncey, George. 2004. Why Marriage? The History Shaping Today's Debate over Gay Equality. New York: Basic Books.

Other readings will either be put online or will be provided in class.

Required Assignments:

- Class Leadership (10%): With a partner, each student—with assistance from Professor Harrison—will lead discussion once during the semester. Class leadership will correspond with the class for which students draft a response memo (#2 below). In other words, you will lead discussion during the class for which you wrote a memo.
- Short Memo Paper (15%): Coinciding with your class leadership, you should turn in a short paper (2 pages, single spaced) that synthesizes and critically analyzes the topics and readings of that day. The paper will be due at the beginning of the course for which you are the class leader (see above). The paper should address the key points of the readings and at least 3 questions for discussion. Note the paper should *not* simply summarize the readings but offer your thoughts on the themes, how those themes relate to previous readings, and ask a set of questions triggered by your interpretation. In other words, you should develop an original claim about the readings that suggests, for example, how they relate to one another or how they correspond to or contradict previous readings.
- Short papers (20%): You will write 2 short papers (5-6 pages, double spaced). The purpose of these papers will be to synthesize and to link together institutional, cultural, and social mechanisms or trends in order to make an original contribution to the study of LGBT politics and history. Again, you should *not* just summarize the readings but instead should discuss how they compare to and contrast with other readings or contemporary LGBT politics.

- **Final Presentation (15%):** In small groups, you will make a professional presentation of a topic of your choice at the end of the semester. More details to come. The presentation should be 15-20 minutes and will discuss a topic from the course or will apply course readings to a contemporary issue in LGBT rights.
- **Final Paper (30%):** You will receive an essay prompt and will be expected to draw from the entirety of the semester's readings, lectures, and class discussions to synthesize an argument about the trajectory of LGBT rights in the United States. You will be able (and encouraged) to use any source materials you like, with an emphasis on the assigned reading for the course. This is your opportunity to demonstrate what you have learned throughout the semester and to create linkages between topics and ideas.
- **Participation: (10%).** We will have a variety of different exercises during class that will give you many opportunities to voice your opinions about the course materials and current events.

Grade Requests: Grading can be a subjective exercise and sometimes, despite my best efforts, I make a mistake. If you want to contest your grade on a specific assignment, you must wait 24 hours before you may discuss it with me. I ask that you give me a one-page (at most) explanation for your request. At my discretion, I may re-grade the assignment but it should be noted that your grade may go up *or down* as a result of the re-grading.

Writing Specifications: Unless otherwise noted, all written assignments must be typed, doubled spaced with one-inch margins, and in a 12-point font. Acceptable fonts are Palatino Linotype or Times New Roman. Please number your pages and be sure that your paper is stapled before you turn it in. The clarity of your writing will affect the strength of your argument and therefore students should proofread and spell-check their work carefully. You must cite any information and/or ideas that you take from someone else's work. Also note, you should limit your use of direct quotations (someone else's words surrounded by “”) to the rare occasion when the original author has stated your point perfectly and it cannot be improved. Otherwise, you are generally better off stylistically using your own words and citing the ideas and facts provided by other authors. For citations, I prefer that students use the American Psychological Association (APA). However, any citation method is acceptable as long as it is used correctly and consistently.

For additional information on APA style, visit <http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

Course Syllabus

Classes begin on Monday, September 2

Introduction

Monday, September 2 (No Assigned Reading)

- ✓ Introduction to the course, student and professor expectations, syllabus review, etc.

Gender & LGBTQ Identity

Wednesday, September 4:

- ✓ LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 1-3.
- ✓ Nagoshi, Julie L., Stephan/ie Brzuzy, & Heather K. Terrell. 2012. "Deconstructing the Complex Perceptions of Gender Roles, Gender Identity, and Sexual Orientation among Transgender Individuals." *Feminism & Psychology*, 22(4), 405-422.

Monday, September 9:

- ✓ LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 4, 5, 7.
- ✓ Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapter 1.
- ✓ Blaius, Mark. 2001. "An Ethos of Lesbian and Gay Existence." In Sexual Identities, Queer Politics, Mark Blasius ed. Princeton, NJ: Princeton University Press, pp. 143-177.

Wednesday, September 11:

- ✓ In Blasius and Phelan, eds. 1997. We Are Everywhere. New York: Routledge.
 - Scientific-Humanitarian Committee, "The Social Problem of Sexual Inversion" (1903), p. 138
 - U.S. Senate, "Employment of Homosexuals and Other Sex Perverts in the U.S. Government" (1950), p. 214.
- ✓ Margot Canaday. 2009. The Straight State. Princeton: Princeton University Press, Introduction, Chapter 1, Chapter 5, Conclusion.

Who is the LGBT Community?

Monday, September 16:

- Stryker, Susan. 2008. "Transgender History, Homonormativity, and Disciplinarity." *Radical History Review*: 145-157.
- Shaiko, Ronald G. "Same-Sex Marriage, GLBT organizations, and the Lack of Spirited Political Engagement." In The Politics of Same-Sex Marriage, Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press, pp. 85-103.
- Badgett, et al. 2013. "New Patterns of Poverty in the Lesbian, Gay, and Bisexual Community." <http://williamsinstitute.law.ucla.edu/wp-content/uploads/LGB-Poverty-Update-Jun-2013.pdf>, pp. 1-17.
- Gates, G., 2011. How many people are lesbian, gay, bisexual, and transgender? Los Angeles: UCLA Williams Institute. <http://www3.law.ucla.edu/williamsinstitute/pdf/How-many-people-are-LGBT-Final.pdf>

Monday, September 23:

- ✓ Bradford, J. & Mayer, K. 2008. Demography and the LGBT population: What we know, don't know, and how the information helps to inform clinical practice. In The Fenway guide to lesbian, gay, bisexual and transgender health, Makadon, H. et al. (eds). Philadelphia: American College of Physicians, pp. 25-41.
- ✓ Gilley, B.J., Becoming two-spirit: Gay identity and social acceptance in Indian country. Lincoln, Nebraska: University of Nebraska Press, 2006, Chapter 2: From gay to Indian, pp. 23-50.

- ✓ Hunter, Marcus Anthony. 2010. "All the Gays are White and all the Blacks are Straight: Black Gay Men, Identity, and Community." *Sexuality Research and Social Policy* 7 (2): 81-92.
- ✓ Dang, A. et al., Living in the margins: A national survey of lesbian, gay bisexual and transgender Asian Pacific Islander Americans. NGLTF Policy Institute and several API LGBT organizations, 2007, executive summary.
http://www.thetaskforce.org/downloads/reports/reports/API_ExecutiveSummaryEnglish.pdf

SHORT PAPER #1 DUE AT BEGINNING OF CLASS (SEPTEMBER 25)

Before Stonewall: Rise of a Gay & Lesbian Rights Movement

Wednesday, September 25:

- Johnson, David K. 2004. *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*. Chicago: University of Chicago Press. (Chapter 8)
- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Chapters 1, 2, and 3)

Monday, September 30:

- ✓ In Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - ACLU, "Homosexuality and Civil Liberties" (1957), p.247
 - Donald Webster Cory, "The Society We Envisage," Chapter 21 of *The Homosexual in America* (1951), p. 275
 - Machine Foundation/ Society, Mission Statement and Membership Pledge (1951), p. 283
 - Jeff Winters, "A Frank Look at the Mattachine: Can Homosexuals Organize" ONE (1954), p. 315
 - Daughters of Bilitis, "Statement of Purpose" (1955), p. 328
 - Franklin Kameny, "Gay is Good" (1969), p.366

In Stonewall's Wake: Gay Liberation of the 1970s

Wednesday, October 2:

- ✓ Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Chapters 4-6 and Chapter 9)
- Valocchi, Steve. 2001. "Individual Identities, Collective Identities, and Organizational Structure: The Relationship of the Political Left and Gay Liberation in the United States." *Sociological Perspectives*, 44 (4): 445-67.

Monday, October 7:

- In Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - Carl Wittman, "A Gay Manifesto" (1969-1970), p. 380
 - Radicalesbians, "The Woman-Identified Woman" (1970), p.396

- Robin Morgan, “Lesbianism and Feminism: Synonyms or Contradictions?” (1973), p. 424
- National Organization for Women, “Resolution on Lesbian and Gay Rights” (1980), p. 468
- Audre Lorde, “I am Your Sister: Black Women Organizing Across Sexualities” (1980), p. 472
- Marilyn Frye, “Lesbian Feminism and the Gay Rights Movement” (1981), p. 498

AIDS: Altering and Emboldening the Movements

Wednesday, October 9:

- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Epilogue)
- Vaid, Urvashi. 1995. *Virtual Equality: The Mainstreaming of Gay and Lesbian Liberation*. New York: Doubleday. (p. 69-105).
- Ghaziani, Amin. 2008. *Dividends of Dissent: How Conflict and Culture Work in Lesbian and Gay Marches on Washington*. Chicago: University of Chicago Press. (Chapter 4)
- Zak, Dan. “In 2012, AIDS is a Different Beast for Gay Men in D.C.” *Washington Post*, July 23, 2012

Monday, October 14:

- In Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - Richard Berkowitz and Michael Callen, with Richard Dworkin, “We Know Who We Are” (1982), p. 563
 - Richard Berkowitz and Michael Callen, “How to Have Sex in an Epidemic” (1983), p. 571
 - Larry Kramer, “1,112 and Counting,” (1983), p.577
 - Peg Byron, “AIDS and the Gay Men’s Health Crisis of New York” (1983), p. 587
 - Larry Kramer, “The Beginning of ACTing UP” (1987), p. 609
 - Eric Rofes. “Gay Lib vs. AIDS: Averting Civil War in the 1990s” *Out/Look* (1990), p. 652
 - Maxine Wolfe, “AIDS and Politics: Transformation of Our Movement” (1989), p. 638

Wednesday, October 16: Film viewing in class: *How to Survive a Plague* (2012)

NO CLASS (FALL BREAK): Monday, October 21

The Gay ‘90s: The Victory of Visibility for Gays, Lesbians, and Bisexuals?

Wednesday, October 23:

- Ghaziani, Amin. 2008. *Dividends of Dissent: How Conflict and Culture Work in Lesbian and Gay Marches on Washington*. Chicago. University of Chicago Press. (Chapters 6 and 8)
- Seidman, Steven. 1993. "Identity and Politics in a 'Postmodern' Gay Culture: Some Historical and Conceptual Notes." In *Fear of a Queer Planet*. Michael Warner, ed. Minneapolis: University of Minnesota Press.
- From Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - Hunter Madsen and Marshall Kirk, "Strategy: Persuasion, Not Invasion" (1989), p. 736
 - Randy Shilts, "Is 'Outing' Gays Ethical?" (1990), p. 767

Monday, October 28:

- Gallagher, John and Chris Bull. 1996. *Perfect Enemies: The Religious Right, the Gay Movement, and the Politics of the 1990s*. New York: Crown. (Chapters 1 and 3)
- Tina Fetner. 2001. "Working Anita Bryant: The Impact of Christian Anti-Gay Activism on Lesbian and Gay Movement Claims." *Social Problems* 48. (3): 411-428.
- Vaid, Urvashi. 1995. *Virtual Equality*. New York: Anchor Books. Chapter 4, pp. 106-147

SHORT PAPER #2 DUE AT BEGINNING OF CLASS (OCTOBER 30)

Contemporary LGBT politics: Marriage and Beyond

Wednesday, October 30:

- Mucciaroni, Gary. 2008. *Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights*. Chicago: University of Chicago Press, Chapters 1-3.
- Lofton, Katie and Donald P. Haider-Markel. 2007. "The Politics of Same-Sex Marriage Versus the Politics of Gay Civil Rights: A Comparison of Public Opinion and State Voting Patterns." In *The Politics of Same-Sex Marriage*, Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press, pp. 313-340.

Monday, November 4:

- **LGBT rights and the Courts. Guest Lecture, Dr. Stephen Engel, Bates College (and Wesleyan alumnus).**
- Readings TBD

Wednesday, November 6:

- Chauncey, George. 2004. *Why Marriage? The History Shaping Today's Debate over Gay Equality*. New York: Basic Books. Chapters 1-3.
- Mundy, Liza. 2013. "The Gay Guide to Wedded Bliss." *The Atlantic*. http://www.theatlantic.com/magazine/archive/2013/06/the-gay-guide-to-wedded-bliss/309317/?single_page=true
- Harrison, Brian F. & Melissa R. Michelson. "Not That There's Anything Wrong with That: The Effect of Personalized Appeals on Marriage Equality Campaigns." *Political Behavior*, 34 (2): 325-344.

Monday, November 11:

- Chauncey, George. 2004. Why Marriage? The History Shaping Today's Debate over Gay Equality. New York: Basic Books. Chapters 4-5.
- Cahill, Sean. 2007. "The Anti-Gay Marriage Movement." In The Politics of Same-Sex Marriage, Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press, pp. 155-191.
- Ettelbrick, Paula L. "Since When is Marriage a Path To Liberation" (1989), p. 757. In Blasius and Phelan, 1997. *We Are Everywhere*. New York: Routledge.

Wednesday, November 13:

- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapters 4-6.
- Harrison, Brian F. & Melissa Michelson. Under Review. "It Does Matter if You're Black or White: The Power of Race and Elite Cues."
- Harrison, Brian F. & Melissa Michelson. "Religious Identity and Attitudes toward Same-Sex Relationships."

Monday, November 18:

- Halkitis, Perry N. 2010. "Reframing HIV Prevention for Gay Men in the United States." *The American Psychologist*, 65: 752-753.
- Cohen, Cathy J. 2001. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" in *Sexual Identities Queer Politics*, Mark Blasius, ed. Princeton: Princeton University Press.
- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapter 7-8.

Wednesday, November 20; Monday, November 25: **ATTENDANCE MANDATORY**

- Student Presentations

Wednesday, November 27 (No Class)

Monday, December 2; Wednesday, December 4: **ATTENDANCE MANDATORY**

- Student presentations. Wrap up, conclusions, and final thoughts. Final exam (paper assignment) handed out on December 4. Paper is due **stapled, in hard copy** by no later than 5pm, December 14.

EMPIRICAL METHODS FOR POLITICAL SCIENCE (GOV 366)

Mondays & Wednesdays, 1:10pm-2:30pm in PAC 107

Brian Harrison, Ph.D. bfharrison@wesleyan.edu

Office/Office Hours: PAC 331; Mondays and Wednesdays, 12pm-1pm

Purpose:

Although most of us get interested in government, public affairs and politics because of its substance (not its methodology), in the end, heated debates over issues and government boil down to normative and empirical arguments about theories and relationships between ‘facts’ and variables. This course is an introduction to the concepts, tools, and methods used in the *empirical* study of political phenomena, with an emphasis on both the practical and theoretical concerns involved in scientific research. The course is designed to get you to think like a social scientist and covers topics in research design, hypothesis generation, concept/indicator development, experimental design, and some basic quantitative and qualitative analysis and interpretation. Whether or not you pursue the empirical study of politics afterward, this course should help you become a better critical consumer of information available through and arguments made in mass media, scholarly journals, and your own personal discussions or debates with others.

IMPORTANT NOTE: There *may* be a few required meeting sessions outside of class to introduce you to Stata (a statistical computer software package). More details on those times and dates forthcoming.

As a result of this course, students will be able to:

Overall Course Objectives

- Analyze and recognize the challenges to an empirical approach toward politics and policy
- Describe in detail the necessary elements, formats, and purposes of a research paper
- Critically evaluate arguments and/or counter-arguments to contemporary political debates on measurement and/or empirical grounds
- Communicate through a variety of different media, including written assignments, small group projects, and in-class presentations

Specific Learning Objectives

8. Read controversial and difficult material objectively and critically.
9. Be a more savvy consumer of political science data and methods
10. Communicate the importance of and the most appropriate method of studying a political/social topic of your choice
11. Construct a narrative about a research concept/topic and explain why it is important to understand empirically

Course Requirements and Grading

- Participation: 10%
- Short Assignments: 30% (6% each)
- Longer Assignments: 16% (8% each)
- Class Leadership/Short Memo: 11%
- Final Paper/Presentation: 33%

The major components of your grade are as follows:

- **Participation** (10%) – this includes attendance, preparation and class participation. Attendance is required, and I will take note of who is and who is not in class. Excused absences are only granted in rare circumstances. In addition, attendance alone is not sufficient. In a small seminar, class will depend upon your preparation and participation. I will evaluate you on your comments and contribution to class discussion and encourage you to ask questions.
- **Five smaller assignments** (6% each) – These are short papers of no more than 3 pages (double-spaced). Due dates and specific instructions for each assignment are detailed in the syllabus.
- **Longer assignment** (8% each) – These are slightly longer papers (5-6 pages double-spaced) to be used as jumping off points for your final project paper. Due date are in the syllabus and further instruction will be provided.
- **Class Leadership/ Short memo** (11%)- With a partner, each student—with assistance from Professor Harrison—will lead discussion once during the semester. Class leadership will correspond with the class for which students draft a response memo to the readings for the week, due the same day of leadership.
- **Final paper and presentation** (33%) – this is a 10 to 12-page paper that sets out a research design for a major research project. You will state your question, theory and hypotheses; how your project contributes to the literature, and what data you will use to test your empirical expectations (along with how you will operationalize important concepts). You will also present your findings in class.

Course Policies and Expectations

Below is a list of course policies and expectations. By staying in the course, you agree to abide by the following rules.

Etiquette: Although I will spend some of our class time lecturing, we will have many dialogues, both in class and online. In these discussions, you are encouraged to use your personal experiences and perspectives as well as your understanding of the course material and current events. Direct personal attacks against others in the class are not permitted. Insulting anyone one inside or outside the class on the basis of race, ethnicity, gender, age, sexual orientation, religion, party affiliation, or national background is not permitted. Violations of these rules will be reflected in your grade and, if they continue, may result in disciplinary action by the University.

I highly value class discussion and interaction. I regard it as an integral part of the learning experience and learning from you is one of the joys of my job. Therefore, I expect you to attend lectures and to complete the assigned readings before attending class. I look forward to hearing your thoughts and your interpretations of the way the course material informs our understanding of current events. As a teacher, one of my primary goals is to empower students to claim their own education. I emphasize discussion and limit the number (and length) of my lectures. This discussion-based format means that you, along with your classmates, bear a lot of responsibility for the success of the class. You must hold each other accountable for the claims that you make and the ideas you express. And you must make sure that you come to class prepared with some thoughts/questions so that we can have respectful and productive discussions about the material.

Disability Resources: Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and

generally are not provided retroactively, please contact Disability Resources as soon as possible.

If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.

Copyrighted Class Materials: All course materials including but not limited to class notes, lectures, handouts, and presentations are the copyrighted materials of the professor. The copying and sale of any such materials will subject the involved parties to the provisions of the Federal Copyright Act.

Contested Grades – If you believe your grade is inaccurate, you must wait at least 24 hours before contesting it. If you wish to contest a grade, you will need to write a letter explaining why you believe a mistake was made in grading your assignment. After I have received and read the letter, we will schedule an appointment to discuss the matter; however, if you ask for a paper to be reevaluated, I reserve the right to reevaluate the entire contents of the assignment, and your grade can go up or go down as a result. Whenever possible, I encourage you to ask questions and clarifications about course assignments *before* turning them in.

Late Paper/Assignment Policy – All assignments are due *in class* on the class date (or final exam period) listed in the syllabus without exception unless I have specified otherwise. In fairness to those who complete assignments on time, *no late papers/assignments will be accepted for credit*. You are strongly encouraged to print one copy of all papers for your own records before handing them in and to print drafts as you write and/or to make frequent backups on multiple disks. “Lost paper” and “computer crash” claims will not be considered if you are unable to produce immediately at a minimum an advanced draft of your paper.

Readings: We will primarily be drawing on primary journal articles and outside material, along with the Johnson & Reynolds text listed below. The book is available through the campus bookstore and is on reserve at the library, and the rest of the material will be available through Moodle. Students should check Moodle regularly for course information.

Main Text: Johnson, Janet Buttolph and H.T. Reynolds. 2012. *Political Science Research Methods*, 7th Edition. (I’ll sometimes refer to it as J &R).

Other resources you may consider purchasing or reading: [* = Text on reserve at Olin.]

- Kellstedt, Paul and Guy D. Whitten. 2009. *The Fundamentals of Political Science Research*. New York: Cambridge.*
- Pollock, Philip. 2009. *The Essentials of Political Analysis*.
- Baglione, Lisa. *Writing a Research Paper in Political Science*. Sage.
- Becker, Howard. 1998. *Tricks of the Trade*. Chicago: University of Chicago Press.
- Brady & Collier. 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*.
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton. [*available as an electronic resource through Olin]
- Hart, Chris. *Doing a Literature Review*. Sage.

Writing Specifications: Unless otherwise noted, all written assignments must be typed, doubled spaced with one-inch margins, and in a 12-point font. Acceptable fonts are Palatino Linotype or Times New Roman. Please number your pages and be sure that your paper is **stapled** before you turn it in. The clarity of your writing will affect the strength of your argument and therefore students should proofread and spell-check their work carefully. You must cite any information

and/or ideas that you take from someone else's work. Also note, you should limit your use of direct quotations (someone else's words surrounded by "") to the rare occasion when the original author has stated your point perfectly and it cannot be improved. Otherwise, you are generally better off stylistically using your own words and citing the ideas and facts provided by other authors. For citations, I prefer that students use the American Psychological Association (APA). However, any citation method is acceptable as long as it is used correctly and consistently. For additional information on APA style, visit <http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

SHORT ASSIGNMENTS

Assignment 1 assigned:	2/6
Assignment 1 due:	2/17
Assignment 2 assigned:	2/17
Assignment 2 due:	2/26
Assignment 3 assigned:	2/26
Assignment 3 due:	3/5
Assignment 4 assigned:	3/26
Assignment 4 due:	4/9
Assignment 5 assigned:	4/9
Assignment 5 due:	4/23

PAPER ASSIGNMENTS

Paper 1 assigned:	3/3
Paper 1 due:	4/2
Paper 2 assigned:	4/2
Paper 2 due:	4/23

Final paper due 5/16 at 5pm. Please e-mail a copy to bfharrison@wesleyan.edu.

Course Outline[†]

Monday, January 27 – Introductions, Syllabus review

Wednesday, January 29– Studying Politics Scientifically

- Theis, Cameron G. and Robert E. Hogan. 2005. "The State of Undergraduate Research Methods Training in Political Science." *PS: Political Science and Politics* 38(2): 293-297.
 - Baker, Katie J.M. "Diversity U Makes a U-Turn." *Newsweek Magazine*, December 12, 2013. <http://mag.newsweek.com/2013/12/13/diversity-protest-activism-wesleyan.html>
-

Monday, February 10– Building Blocks: Concepts, Indicators, & Variables

[†] Note: This syllabus does not constitute a contract between the professor and the student. I reserve the right to make adjustments or modifications to the course at any time. Changes include but are not limited to assignments and grading criteria; readings or course requirements; grading policies; and course topics and schedule. Changes, if necessary, will be announced in class and/or on the course Moodle page.

- Johnson & Reynolds, Ch. 1 & 2
- Kellstedt & Whitten, Ch. 2 (available on Moodle)
- Johnson & Reynolds, Ch 4 (except 119-124)
- Charles Jones. 1974. "Doing Before Knowing: Concept Development in Political Research," *American Journal of Political Science*. 18(1): 215-228
- Rejali, Darius. 1995. "Define Your Terms! Dictionaries, Medievals, and Thinking About Concepts." *PS: Political Science* 26(3): 515-520.

ASSIGNMENT 1 (Research Question):

Find an empirical puzzle/regularity in politics or research question you might like investigating worthy of serious consideration. Why did you choose the question? How do you defend the "so what" question? Speculate a bit on what model might explain the puzzle or question. What should you observe if your story is right? How might you know if you are wrong?

Wednesday, February 12- Building Blocks (Part III): Measurement Issues

- Johnson & Reynolds, Ch. 5
- King 1995 and Herrnson. 1995. "Replication, Replication" and "Replication, Verification and Secondary Analysis and Data Collection in Political Science" in *PS*
- Ward, Artemus. 2004. "How One Mistake Leads to Another: On the Importance of Verification/Replication." *Political Analysis* 12: 199-200.

Monday, February 17- Populations, Sampling & Statistical Inference

- Johnson & Reynolds, Ch. 7
- Sears, David. 1986. "College Sophomores in the Laboratory: Influence of a Narrow Data Base on Social Psychology's View of Human Nature" *Journal of Personality and Social Psychology* 51: 515-30.
- Druckman, James N. & Cindy D. Kam. 2011. "Students as Experimental Participants: A Defense of the 'Narrow Base.'" In Cambridge Handbook of Experimental Political Science, Druckman, Green, Kuklinski, Lupia, eds. Cambridge: Cambridge University Press.

ASSIGNMENT 1 Due.

ASSIGNMENT 2 (Concepts):

Define negativity as it relates to U.S. elections and outline what is included and excluded in your definition. Determine what indicators you will need to use, and outline how you would measure them. What types of measurement do you use? Can you identify multiple ways of measuring the same thing? Defend your choices. (Suggested length - 2-3 pages, no more than 3)

Wednesday, February 19- Literature Review

- Johnson & Reynolds, Ch. 3
 - McMenamin, Iain. 2006. "Process and Text: Teaching Students to Review the Literature." *PS: Political Science & Politics*, 39(1): 133-135.
 - Knopf, Jeffrey. 2006. "Doing a Literature Review." *PS: Political Science & Politics*, 39(1): 127-132.
 - Ansolabehere, Iyengar, Simon and Valentino. 1994. "Does Attack Advertising Demobilize the Electorate?" *American Political Science Review*.
-

Monday, February 24 – Literature Review (putting it in practice)

- Finkel and Geer. 1998. “A Spot Check: Casting Doubt on the Demobilizing Effect of Campaign Advertising.” *American Journal of Political Science*.
- Goldstein & Freedman. 2002. “Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect.” *Journal of Politics*.
- Kahn & Kenney. 1999. “Do Negative Campaigns Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation.” *APSR*.

Wednesday, February 26: Literature Review in practice (Part II):

- Druckman, James N. 2004. “Political Preference Formation: Competition, Deliberation, and the (Ir)relevance of Framing Effects.” *American Political Science Review*, 98(4): 671-686.
- Nelson, Thomas E., Rosalee A. Clawson, & Zoe M. Oxley. 1997. “Media Framing of a Civil Liberties conflict and its Effect on Tolerance.” *American Political Science Review*, 91(3): 567-583.
- Scheufele, Dietram A. 2000. “Agenda-setting, Priming, and Framing Revisited: Another Look at Cognitive Effects of Political Communication.” *Mass Communication and Society*, 3: 297-316.

ASSIGNMENT 2 Due.

ASSIGNMENT 3 (Literature Review)

Write a 2-3 page literature review of ONE of the last two sets of course readings (i.e. literature review of Ansolabehere et al., Finkel and Geer, Goldstein and Freedman and Kahn and Kenney readings **OR** a review of Druckman, Nelson, et. al, and Scheufele). Your literature review should identify the main issues, puzzles, or questions that motivated the research and make an argument about where research should go next (e.g., what has not been considered or examined?). To stimulate your thinking, consider the following questions: What is the primary argument (or arguments) made by each? What divisions (if any) occur between them (the “literature” in this case)? What are the strengths and weaknesses of each approach and the data employed in each? Be sure to conclude with a restatement of the puzzle and what is left to be done (i.e., where research should go next)?

Monday, March 3– Causal vs. Descriptive Inference

- King, Keohane, and Verba, Ch 2-3
- Critique of KKV: Brady & Collier, Ch 1-2 (on Moodle)

Paper 1 Assignment handed out

Wednesday, March 5– Research Design:

- Gerring, John. 2004. “What Is a Case Study and What Is It Good For?” *American Political Science Review* 98: 341-354.
- Baglione, Lisa A. 2012. Writing a Research Paper in Political Science. Los Angeles: Sage Publishing, Chapters 2 and 4.
- Johnson & Reynolds, Ch. 6

Assignment 3 due

Monday, March 10- Wednesday, March 19: Break!

Monday, March 24- Experiments in Political Science:

- Cambridge Handbook of Experimental Political Science. 2011. Druckman, Green, Kuklinski, Lupia, eds. Cambridge: Cambridge University Press. Ch. 1-2.
 - Green & Gerber. 2002. "Reclaiming the Experimental Tradition in Political Science." In *Political Science: The State of the Discipline*.
-

Wednesday, March 26- Experimental Design (in practice):

- Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review*, 102: 33-48.
- Klar, Samara. 2013. "The Influence of Competing Identity Primes on Political Preferences." *Journal of Politics*, 1-17.
- Harrison, Brian F. & Melissa R. Michelson. Forthcoming. "God and Marriage: Activating Religious Identity to Influence Attitudes on Same-Sex Marriage." In Listen, We Need to Talk: Facilitating Political Communication through Strategic Identity Priming. New Haven: Yale University Press.

ASSIGNMENT 4 (Experimental Design):

Describe how you would design and initiate an experimental design answering a prominent question in politics or political science. (The issue can be the same as assignment 1 or a new idea). Define the scope of the question/problem, identify your population of choice, how you would operationalize key concepts, important dependent and independent variables, and your experimental manipulation(s). (Suggested length: 3-4 pages, no more than 4 pages).

Monday, March 31- Peer editing session

(failure to attend class this day results in an automatic deduction of half of the Paper 1 grade)

Wednesday, April 2- Research Ethics

- "When Peer Review Produces Unsound Science," *New York Times*, June 11, 2002.
- "Two Studies, Two Results, and a Debate Over a Drug," *New York Times*, June 3, 2004.
- "Review Finds Scientists With Ties to Companies," *New York Times*, July 15, 2005.
- "Medical Journal Retracts Study Linking Autism to Vaccine" CNN, February 2, 2010
- "Addressing Scientific Fraud," *Science* 334, December 2, 2011: 1182
- "Flu Researchers Will Halt Controversial Studies for 60 Days," *MedPageToday.com*, January 20, 2012.
- "Were Controversial Studies of Killer Flu Bug Worth the Security Risk?" *MedicRelief.com*, January 26, 2012.

PAPER 1 due & Paper 2 assignment handed out

Monday, April 7 – Descriptive Statistics (MEET IN LAB)

- Johnson & Reynolds, Ch 11 (pgs. 354-376)

Wednesday, April 9– Graphing, Cross-Tabs and Data Display (MEET IN LAB)

- Johnson & Reynolds, Ch 11 (pgs. 376-393)
- Tufte, Edward. 2001. *The Visual Display of Quantitative Information*. Graphics Press. (www.edwardtufte.com/tufte)

ASSIGNMENT 4 Due.**ASSIGNMENT 5 (Survey Writing and Question Wording):**

Find a publicly available survey through a prominent, reputable source and critique the survey questions used. Identify potentially problematic or particularly interesting questions in the survey and provide alternative questions to unclear/poorly measured questions. (Suggested length: 3-4 pages, no more than 4 pages).

Monday, April 14– Survey Questions and Measurement

- “Pollster Finds Error on Holocaust Doubts,” *New York Times* May 20, 1994.
- “How Are Questionnaires Put Together,” by Michael W. Traugott and Paul J. Lavrakas, 2000.
- “Diet Soda: Fewer Calories, Greater Stroke Risk?” ABC News, February 9, 2011.
- “Polling Experiment Finds Question Order Linked to Obama Approval,” *Los Angeles Times*, February 23, 2012.

Wednesday, April 16– Bivariate & Multivariate Analysis (MEET IN LAB)

- Johnson & Reynolds, Ch. 13-14
- Tufte, Edward. 1975. “Determinants of the Outcomes of Midterm Congressional Elections,” *American Political Science Review* 69: 812-826.

Monday, April 21– Peer Editing Session

(failure to attend class this day results in an automatic deduction of half of the Paper 2 grade).

ASSIGNMENT 5 Due.

Wednesday, April 23– Putting It All Together

McGranahan, Matthew. “Guidelines on writing a research proposal.” <http://www2.hawaii.edu/~matt/proposal.html>
 Rochefort, David A. 2006. “Putting It All Together.” In *Quantitative Methods in Practice*, David A. Rochefort (ed).

PAPER 2: Data/measurement paper due

Monday, April 28; Wednesday, April 30; Monday, May 5; Wednesday, May 7- Presentations
(Attendance mandatory)

Work on Assignment 6, meet with Dr. Harrison with questions

Reading period: Friday, May 9- Tuesday, May 13

Final exam/paper period: Tuesday, May 13- Friday, May 16

Final Paper Due: Friday, May 16, 5pm

NOTE: No late papers will be accepted. Please e-mail a copy of your paper to bfharrison@wesleyan.edu by 5/16 at 5pm. When I receive it, I will acknowledge receipt; if you do not get a confirmation e-mail from me, your paper was not received and you should send again.

Sample Lesson Plans and Evaluation Plans

Context: This is a brief description of how I would address one of the topics on the syllabus for the Introduction to American Politics course, including objectives, discussion, lecture, and assessment. I also include evaluation plans to allow students to provide feedback, both on course topics and readings but also the structure and accessibility of the teaching.

Sample Lesson Plan & Assessment for Week 9: The Media (Introduction to American Govt.)

Lesson objectives:

- (1) To discern the similarities and differences between prominent media theories like agenda-setting, priming, and framing.
- (2) To identify and to interpret the variety of avenues media affect our political attitudes and behavior
- (3) To critically analyze potentially biased media sources and to identify the source and effect of the biases

Assuming the course has an hour and 20 minute sessions, I would lecture for roughly 30 minutes, (broken up into two 15-minute segments), and administer two small group tasks (20-25 minutes each). I would begin with lecture about media effects- priming, framing, and agenda-setting, outlining the similarities and differences between the two. I would then play different examples of political communication- political advertisements, 527 and PAC advertisements, etc.

The first group task would be to design a political advertisement that advocates for one political candidate and make it completely “unbiased.” I would bring in large pieces of paper to hang around the room for students to draw their “story board” for the ad. I would go around and comment on each and we would have a short discussion of what bias means and discuss each ad in terms of the degree of bias it may have. I would then lecture for 15 more minutes, linking week 8 to week 9 by discussing attitude formation, memory, and motivated reasoning that would be the topic of week 8’s lecture. The second group task would be to read a short article on a political topic (I’ll pass out several topics from various sources) and write a collaborative paper on the techniques used within the article. I would ask students to draw on the course readings on media effects to choose one media theory that would explain the impact of the article (and justify why the other two models are insufficient). If time allowed, one representative from each group could discuss their article and which media theory best exemplified the techniques used in the article.

Assessment for this individual course meeting would involve reading the collaborative paper that each group writes during the course meeting and the quality of presentation of the paper. Another example of how I might assess student work is by having student groups create a Google document and use it as a collaborative tool to write papers/presentations for the course. I could view progress (or lack thereof) in a group and provide instant feedback for the students to integrate into the final product.

Overall Course Evaluation Plan

I have three main assessment tools that I plan to use in my courses. First, I plan to use minute papers to allow students the opportunity to provide weekly or bi-weekly feedback on the course. These papers will be anonymous and will involve given prompts (i.e. What is one aspect of the course that could be improved?; Is the level of discussion too much, about right, or too little; etc.). Secondly, if the course is sufficiently small, I plan to require several visits to my office hours during the semester to get to know students better and to encourage them to be comfortable with speaking with me directly. During these meetings, I will ask pointed questions about course readings and the direction of the course to spark a dialogue with students. Lastly, after exams or other major assignments are returned, I will hand out a questionnaire in class for students to address concerns about the exams, my comments, and their grade. I feel students will appreciate

the ability to anonymously express their reactions to my grading and comments so I can incorporate their needs and wants in future assignments.

These evaluations link directly back to the learning objectives for the course by allowing students to communicate not only any clarifying questions from the material but also the effectiveness of the course at achieving overall goals. The questions for each minute paper will be tailored to ensure course objectives are met. For example, questions may relate to how political scientists would evaluate a political situation in different ways; how current political events may inform the way we look at larger issues in political science; and how existing methods of inquiry may be improved or changed. Additionally, I will ask probing questions during office visits to get a sense of how students are integrating American politics into their everyday life and media consumption choices.

Student self-reflection: connecting the first & last day of class

Context: A key goal of my teaching is to help students evaluate and reflect upon their own learning. This assignment asks them to evaluate what they've learned and how they've developed during the course. I also use these responses to evaluate my teaching qualitatively. This type of assignment is appropriate for discussion-based seminars.

On the first day of class, I will ask students to write down how politics and political decisions affect them on a daily basis, how often they consume political media sources, etc. At the end of the quarter, I will return that paper to students and ask them to add a paragraph to what they wrote before, asking how the course made them think differently about politics and political actors. I will give the following prompt to students on the last day for either an in-class writing exercise or a short reflective paper exercise.

Self-Evaluation Assignment

Throughout the semester, we discussed the importance of being an active, engaged citizen and integrating political information into your everyday life. What, if anything, has changed in the way you would approach such a discussion today? When you see political ads or read political news, how will you evaluate them differently?

In this course, we have also talked about writing for the social sciences in particular and academic writing in general. We also discussed the importance of developing public speaking skills. What have you learned about writing and presenting this quarter? Do you feel you were able to put what you learned into practice in your own paper? Considering peer and instructor feedback, has your approach to constructive criticism of your writing changed this semester?

Responses should be 2-3 pages in length and demonstrate serious reflection on these questions.

Higher education-related article (*in progress*)

Harrison, Brian F. "Think Outside Your Political Box: Reducing Motivated Reasoning and Selective Exposure From the Classroom."

Context: The content of my dissertation topic- selective exposure and partisan reasoning- highlight the dangers in limiting oneself only to information and media outlets that merely reaffirm existing attitudes. This article identifies several techniques to encourage students to evaluate both sides of a political or policy argument, particularly if they already have an established belief on the topic. The political science classroom can be an important vehicle in reducing biased, partisan reasoning and self-selection into like-minded partisan media outlets.

Abstract:

Given the dramatic increase of (partisan) media outlets and the increasing level of elite polarization, it has become easier and easier for people of all ages to simply ignore political debate that conflicts with existing views. Existing work in motivated reasoning and selective exposure show that people are becoming more likely to only seek out congruent political information and when they are exposed to dissonant information, they are more likely to counter-argue or to dismiss it. There is genuine value in a free-flowing marketplace of ideas and encountering views that are different from one's own; this is particularly true in the realm of American politics. Political scientists in the classroom are in a unique position to encourage healthy, robust debate on important issues of the day. While new views and outlooks may prove to be unpersuasive, it is important to encourage students to consume diverse information, particularly information that is divergent from established attitudes and beliefs. After identifying the need for robust debate in the classroom and its long-term benefits to political attitudes, I identify several techniques and classroom activities that can help stimulate debate and encourage students to evaluate all possible information when forming an attitude, not simply the easiest or most accessible information.

Example of a multi-week, in-class exercise

Context: I designed and implemented a mock election to give students the opportunity to apply the concepts from lecture and course readings. The “election” spanned the course of roughly 4-5 weeks, integrating elements of the course and of political campaigning into discussion section each week. I assigned each of three discussion sections to one political party or movement (Democratic, Republican, or Tea Party), and each week, students were given a collaborative task that would ultimately help them run their “campaign.” Among other tasks, students nominated a party chairperson and a Presidential candidate, a communications director, and a research director. Throughout the simulation, students worked in small groups in discussion section, integrating new concepts into their campaign strategy, and I structured discussion section in a way to ensure that they were relying on course readings as well as contemporary politics to develop their platforms. The Daily Northwestern wrote a story about the election simulation I ran for the Parties and Elections course

Political Science 324: Political Parties & Elections Simulation

Purpose: The purpose of this exercise is to simulate an electoral process and to gain first-hand experience with important aspects of party organization and leadership. From Thursday, October 21 through Thursday, November 18, students will simulate key elements of party and electoral strategy concurrent with the elements being introduced in lecture. Discussion sections during this period will integrate course readings with a simulation of a partisan election. Each discussion section will turn in a final document including the important written elements of each week.

Each discussion section will serve as a political party (or ideological group)- one Democratic, one Republican, and one Tea Party. During the early section meetings listed below, students will nominate a party leader or leaders (i.e. chairperson, party liaison, whip, etc.) who will be responsible for overseeing that section’s partisan activities. Throughout the month, students will be responsible for designing a party platform consistent with the ideology assigned to them; nominating a Presidential candidate and party (group) leader; creating a media campaign/strategy; and initiating a general campaign strategy for both their party and nominee. For the purpose of the final vote, the voting population will be the class. For the purpose of writing the party platform and of media planning, etc., we will assume the American public breaks down along the same percentages as the class. Out of 52 total students, there are 24 Democrats (46%), 17 Republicans (33%), and 11 Tea Party Members (21%).

At the end of the exercise (during lecture on Thursday, November 18), each Presidential nominee and party (group) leader will be responsible for giving an address or a series of addresses embracing their given ideology and laying out a Presidential agenda as well as their party agenda. A vote will be taken on that day and winning Presidential candidates and party will be chosen.

Objectives:

- To gain a better understanding of party nominations, party platform development, and electoral strategy
- To highlight potential disconnects between party motivations and candidate agendas
- To develop a successful party operation to win the course election
- To better understand the four models of party/public interactions

Grading: Grading will be based on two elements: first, the final written product from each discussion section, including all of the required elements listed below. The final grading will also be based on student participation and initiative as observed both by the teaching assistant during

discussion section and by attention paid to e-mails sent between student members. **Please cc: partieselections@gmail.com to all correspondence on this project.** Added weight will be given to those who are nominated and elected to party leadership positions. Grades are NOT incumbent upon which party wins the final vote.

The portfolio should have 12-point (or smaller) Times New Roman font, have standard margins, and be either double-spaced or 1 ½ spaced. All plagiarism and academic honesty policies apply. The final portfolio should include:

- Names of all leadership positions; names of issue committees, chairs and committee members; roles of all students involved [2-3 pages]
- Party platforms and committees [3-4 pages]
 - 4 issue committees- chairs and members
 - 4 top issues; reason they were selected; argument/data to support selection
 - One of four models must be chosen to reflect party strategy (i.e. responsible parties, electoral competition, electoral rewards and punishments, selection of competent and benevolent leaders) and the portfolio should reiterate the importance/assumptions of the model throughout
- Presidential platforms [3-4 pages]
 - 4 issues of focus; reason they were selected; argument/data to support selection
- Target constituencies and justification of choices [3-4 pages]
 - Differentiation of how to treat party in electorate; party in organization; party in government
- Media strategy/outreach strategy [3-4 pages]
 - Media targets chosen and why;
 - 3 targeted constituencies
 - Which issues will be the focus to each constituency and why?

Important dates:

Friday, November 5 (by 5pm): Email me the party platform and issues chosen (not the justification for choices) to bharrison@u.northwestern.edu (and/or partieselections@gmail.com). I will distribute each party's platform to the other two parties at this point.

Thursday, November 18: Final vote/presentations in lecture

Tuesday, November 23: Bring a hard copy of your party portfolio to lecture. No late assignments will be accepted for any reason!

Tasks for each discussion section

Overall tasks:

1. Nomination/leader selection; Chairperson of the Party, President
2. Writing a platform and separating issues into committees
3. Determining issue salience and priorities, measuring public opinion, finding likely voters
 - a. Select one of the four election models and use that as a baseline
4. Communicating with constituents, media and messaging;
5. Election during lecture on Thursday, November 18th

Discussion section 1 [October 21/22]:

Introduction, explain the purpose and mechanics of exercise

Relevant readings

Hershey, pp.45-46; ch.3, “State and Local Organizations”; ch.4, “National Organizations”

Discussion section 2 [October 28/29]:

First full meeting, selection of policy focuses, selection of committees for each policy and committee chairs, begin crafting party platform

Nomination, candidate selection, measuring issue stances and preferences

- Nominate and select leaders
 - Chairman/chairwoman of party
 - Presidential nominee selection
 - Select 4 policies and select committees

Relevant readings

Hershey, pp.159-160; ch.9, “How Parties Choose Candidates”; ch.10, “Choosing the Presidential Nominees”; Jamieson, Electing the President 2008, “Introduction”; “The Annenberg Study” (read especially carefully the timeline, pp.6-12)

Discussion section 3 [November 4/5]

Due on Friday, 5pm: Platform (to send to each party)

Continue discussing issue platform (and particularly justification for the choice of platform), determine issue salience and priorities and public opinion measurement.

Discussion section 4 [November 11/12]

Final meeting; final coordination between Presidential candidate and party platform. Messaging strategy (as if this were for the general election), media strategy, etc. Strategize on best campaign based on other parties’ platform.

Relevant readings

Key, “Critical Elections,” Woll 199-204; Hershey, ch.7, “Party Coalitions and Party Change”

Final election on Thursday, November 18 during lecture

Student Newspaper Article

Context: The Daily Northwestern, a weekly student newspaper at Northwestern, wrote a story about the election simulation I ran for the Parties and Elections course, providing some context and several interviews with students in the course.

**ADVERTISE**

In-class election teaches 'candidates' to frame issues for voter interests

By Peter Larson

Published: Sunday, November 14, 2010

Updated: Monday, November 15, 2010 00:11

More than two weeks after the national midterm elections, one class will head to the polls Thursday in a political science simulation.

Three student candidates will face off for the first 30 minutes of lecture Tuesday afternoon in a pre-election debate put together by Political Science 324: Political Parties and Elections.

The debate and Thursday's election mark the end of a project the class has been working on for the last several weeks: an attempt to simulate a real election.

Brian Harrison, a political science graduate student and teaching assistant, decided to use the project to transform discussion sections. Each of the three sections was assigned a political party and charged with doing issue research to create a realistic policy platform.

Similar to the general election two weeks ago, Thursday's mock election will include candidates representing the Democratic, Republican and Tea parties.

"It's thinking about how (the issues) can be related in a totally successful way to the electorate, which in this case is the class," said SESP sophomore Zach Glasser, whose section is taking the role of the Republican Party.

A comparable project was done in last year's Congress class, Harrison said. Because 2010 is an election year, students were supposed to analyze their party's platform and design a campaign.

"So they develop their party platform, but the other part of it is getting students in to vote for them," he said.

That's been particularly challenging for some of the sections, Glasser said, whose group has had the difficult task of turning the Republican platform, which traditionally attracts

an older demographic, into something that can appeal to college students.

"The challenge is how to frame those issues to appeal to a relatively liberal group of students," Glasser said.

If that was a challenge for the Republicans, it could have been a political nightmare for the Tea Party section.

Michael Kurtz, the appointed candidate for the group, joked that if he were running as Sarah Palin he wouldn't get a single vote.

But that's where his personal proposed platform differs from the research his section has done.

"It's their job to articulate our principles, but it's my job to marry our principles to electoral necessity and try to win a majority," the Weinberg sophomore said.

Kurtz said his campaign could be described as socially semi-tolerant, non-interventionist in foreign policy and fiscally very conservative.

To prevent a harsh negative reaction from student voters to a right-wing social agenda, he said he decided instead to incorporate the Tea Party's stringent interpretation of the Constitution. It would provide for issues such as gay marriage and marijuana legalization to be settled at the state level, he said.

"That's somewhat tolerant, but intelligently you could also fathom a Tea Partier taking that stance," Kurtz said.

And that demonstrates what he said he learned the most about through the project.

"You have to remember that within any party there's a spectrum," Kurtz said. "There's more than this left-right dichotomy."

The class will vote during Thursday's lecture after the debate Tuesday. Harrison will ask the three candidates questions from a list of topics and audience members will also have the opportunity to pose their own.

peter.larson@u.northwestern.edu

Context: I am the winner of the 2012 Outstanding Graduate Student Teaching Award from the Weinberg College of Arts and Sciences at Northwestern. Three graduate students— one from the social sciences, one from the humanities, and one from math and biological science— win the award each year. I am proud to be the winner from the social sciences. Below are three letters that students submitted to the Weinberg College of Arts and Sciences at Northwestern in support of my nomination for the Graduate Student Teaching Award.

(**Note:** these letters were written and submitted **before** I asked students to allow me to include them here. I have the permission of the students to use their letters of recommendation).

Letter 1:

Steven W. Cole
Assistant Dean for Faculty Evaluation
Weinberg College of Arts and Sciences
Northwestern University
1918 Sheridan Road

Dean Cole,

I can say without hesitation or reservation that Brian Harrison is the finest graduate student with whom I have ever had the pleasure of taking a class. I have been lucky enough to have Brian as a teaching assistant for three different political science classes during my time at Northwestern: Professor Harbridge's "Congress and the Legislative Process" class, Professor Galvin's "Presidency" class, and Professor Page's "American Parties and Elections" class. In all of the work he did in those three classes, Brian exhibited all of the qualities that make for an excellent teaching assistant.

Brian had a thorough understanding of the courses' materials and explained them clearly to the students in his discussion section—in fact, his grasp of the relevant literature was sufficiently broad that he was able to answer questions even outside the scope of the course with competence and clarity. When he lectured, his lectures were well-organized and easy to follow. When he took questions from the class, his answers were articulate and to-the-point. His wide-ranging knowledge of theory, methodology, and practice are undoubtedly significant contributors to Brian's excellent teaching, but it is certainly not the only contributor.

Perhaps even more important is that Brian is dedicated to his students' success. In each of the classes for which I had him as a teaching assistant, he made sure to explain concepts in terms we could understand, even when it would have been easier to simply parrot the language of the readings; he was gracious with his time, always willing to meet with students who had questions; and he consistently ensured that everyone understood the class's core concepts, all without seeming pedantic or tedious.

These qualities make for an exceptional teaching assistant, and Brian excels in all of them. But, in fairness, there are probably other graduate students who know their material and who prioritize teaching. What distinguishes Brian from being a merely good teacher to being an outstanding teacher assistant is his commitment to teaching his students more than just the names, dates, and concepts covered in the readings and lectures: by the end of the quarter, he expects his students to have refined their critical thinking skills, and has developed innovative strategies in his pursuit of this goal.

Just one of several examples of this is the political party simulation Brian designed for Professor Page's "Parties and Elections" class. Brian grouped the discussion sections into analogues of

America's political parties, guiding us as we took on the primary functions of modern parties: designing a party platform, nominating a Presidential candidate and party leader, and creating a campaign strategy. In addition to being entertaining, this exercise was educational as well. Putting us in the positions of party leaders brought us insights into the kinds of decisions the real party leaders make—and why they make them. Additionally, it gave us an opportunity to sharpen our critical thinking skills, as we were forced to determine which arguments and policies not only appealed most to us, but also which would most appeal to our classmates. We also defended these decisions, both orally and in writing.

In sum, Brian is a deserving recipient of the Weinberg College Outstanding Graduate Student Teacher Award because he has demonstrated a commitment to passionate, innovative, and effective instruction.

Sincerely,

Kian Hudson

Letter 2:

Steven W. Cole
Assistant Dean for Faculty Evaluation
Weinberg College of Arts and Sciences
Northwestern University
1918 Sheridan Road

Dear Dean Cole,

My name is John Lee and I am currently a senior political science major in Weinberg. I am writing to express my sincere and enthusiastic support of Brian Harrison's nomination for the Graduate Teaching Award. In my first recommendation letter, I talked about his extremely meticulous preparation for each class, as well as his strong concern for the educational outcomes of his students. Through this final letter, I wanted to provide several specific examples of how Brian successfully sought to instill within his students the following crucial life skills that are broadly applicable outside of the classroom: critical (i.e., strategic) thinking, teamwork, and leadership.

In winter of my sophomore year, I took Prof. Harbridge's class on Congress and the Legislative Process. To this day, other students and I still vividly remember the practical lessons we learned through the Congressional simulation, which Brian directed. Our class was divided into two parties, and every student was assigned a district to represent. As the majority party leader, I worked with my party members to draft a roadmap for how we planned to move our bills through committee, to the floor, and finally into law. This report required a multifaceted strategic approach in which we integrated theories from class—e.g., about the median voter, electoral incentives—with critical assumptions of our opponents' moves, their reactions to our votes, and Brian's preferences (as president), in order to maximize our legislative agenda.

Frankly, we thought we had it in the bag. After hours and hours of preparation, my party believed our 1,600-word report was virtually foolproof—that we had anticipated every possible voting coalition for the major bills, and formulated optimal responses for each condition (e.g., we planned to override certain vetoes by logrolling/promising pork). But Brian saw our document—we had to 'cc him on our email chains—and he decided to push our strategic analysis several steps further in rigor. That is, he told my party he would veto all of our bills unless we supported the passage of a socially controversial bill sponsored by the opposition. This seemed somewhat irrational on his part, because he, as a “moderate” president, ostensibly had little to gain from this; as such, we

hadn't anticipated the possibility of this threat. Ultimately, we were forced to go back to the drawing board and holistically reassess our legislative strategy. This taught my classmates and me several important lessons: first, never actually assume any plan is infallible; second, relying exclusively on assumptions of rational behavior limits one's ability to be flexible; third, always prepare a backup to your backup plan (one is never enough).

Beyond those valuable lessons in critical thinking and strategy, we also learned a great deal about what it takes to work successfully in teams, as well as how to be an effective leader. Specifically, this experience taught us that teamwork is truly about two things: compromise and empathy. My party had over 20 students, and collectively, we represented a diverse range of districts—from the ultra conservative, to those that actually leaned left. Because of this, it was very difficult to create several omnibus bills that satisfied everyone; in fact, it was impossible. The only way we were able to ultimately move forward was by working together to identify the priorities, which were absolutely nonnegotiable, and distinguish them from those which were merely preferred. This gradual process of seeking mutual consensus, naturally, helped us realize the importance of empathizing with the perceived needs of others.

Finally, this experience provided a critical lesson in what it takes to lead—especially when all you have is “soft power.” Before this class, I mistakenly thought that leadership was mostly about the ability to develop intelligent, visionary goals. This experience taught me, however, that leadership is far more about the power to negotiate and persuade, as any plan that cannot be implemented is useless. My party only held a slim majority, and I knew all it would take was a few defections for our plans to unravel. In short, the other party leaders and I learned to carefully pick our battles, and only justify the need for complete party unity when it was absolutely necessary. Significantly, throughout this entire process—which was challenging, at times—Brian was there to offer his support, encouragement, and advice.

Brian's ability to effectively coordinate and facilitate this learning experience was no accident. I was fortunate enough to take Prof. Page's class on Political Parties & Elections, where Brian effectively ran a similar simulation, to the huge benefit of his students. These experiences changed the trajectory of my undergraduate career. After these classes, I realized that I was drawn more broadly to the practical application of strategy and analytical thinking, and will now be pursuing an early career in consulting after graduation. Yet my story is just one example of the numerous students who left these two classes with a stronger sense of how to think critically and analytically; how to navigate the challenges of team projects; and what it takes to be an effective leader. Without a doubt, I believe these are crucial life skills, which will serve our graduates well in whatever fields they choose to pursue. These learning experiences would not have been possible without Brian's preparation and guidance.

However, I do not only believe that Brian should be selected for this award for his exceptional teaching ability. I also support Brian's nomination because among the 15 or 16 TA's I have had at Northwestern, he has been an absolute star in terms of the passion and natural love of teaching that he consistently brings to every section. When he talks about politics, he exudes a visible energy that is both contagious and inspirational. Given the importance of undergraduate education, I believe that top research universities such as Northwestern should recognize and encourage graduate students like Brian, who strive to balance the demands of excellence in both research and instruction. With that, I again enthusiastically submit my recommendation of Brian Harrison for the Graduate Teaching award, with zero reservations.

Sincerely,

John J. Lee
Northwestern University, Class of 2012

Letter 3:

Dean Steven W. Cole
Assistant Dean for Faculty Evaluation
Weinberg College of Arts and Sciences
Northwestern University
1918 Sheridan Road
Evanston, Illinois 60208

Dear Dean Cole,

My experience in the Political Science Department at Northwestern has been shaped most profoundly not by any tenured professor, but by a single teaching assistant, Brian Harrison. After my first quarter as Brian's pupil, in my sophomore year of college, I began to deliberately choose my Political Science courses according to his teaching assignments. I enrolled in a total of three subsequent courses with Brian, and if I could have taken more I would have. It is because of Brian that I chose to pursue Political Science in my college career in the first place. I chose a single class, The Presidency with Dan Galvin, and I was hooked. Brian uses brilliant classroom simulations and practical applications to bring high level political science and theory to an undergraduate understanding and appreciation. He is able to do this while engaging us as peers rather than inferiors, as colleagues rather than immature young minds. He challenges us as developing intellectuals rather than children in need of instruction. Brian's skill set makes him an invaluable resource, and yet he is so approachable that any undergraduate student would feel comfortable reaching out to him for direction and mentorship.

As a senior graduating in March 2012, I have come to appreciate Brian's contribution to my personal development as much as to my academic growth. Brian's effort and ability to teach my peers and I not only how to analyze data but how to write about it and not only how to evaluate material but how to communicate our findings is a rare skill I have identified in no other teacher. He has truly had a profound influence on my academic life thus far, and the development of my reading, writing, and communication skills are greatly indebted to him.

Brian's unmatched passion for both Political Science and people is expressed through his every word and deed, both in and out of the classroom. It is abundantly clear that Brian loves what he does, and he has the exceptional trait of being able to instill this love in his students. When Brian asked me to write this letter, I did not hesitate. To do so would have been to risk depriving future generations of college students the incredible opportunity to learn from him. There is no other teacher that can provide well-rounded education of the caliber that Brian Harrison has proven himself able.

Sincere Regards,

Kristina Nickele
Weinberg College of Arts and Science Class of 2012
Classics & Political Science

Course Evaluations and Student Assessments

Context: Below are my course evaluations for the courses for which I was a Lecturer at Northwestern University, as a Visiting Assistant Professor at Wesleyan University, and during my time teaching at Northwestern University. Evaluations had both a quantitative and a qualitative component and below are the summary statistics for each of the courses I taught. I also include the full comments from Wesleyan University and my Winter 2016 course at Northwestern University. Additional evaluations are available upon request.

Students had the ability to share written assessments; the full assessments are available upon request but I include a representative sample here:

1. "Professor Harrison is incredibly smart, passionate, and engaging. He created the kind of environment where I made an effort not to miss class- purely because I enjoyed being in the room and learning from him."
2. "Professor Harrison's class is a true example of why I chose a liberal arts college: I had thought provoking conversations that will stay with me long after the class has ended with a small but amazing group of individuals.
3. "The passion [Professor Harrison] has for American Politics is tangible and he tries his best to infuse the same love for the subject into his students. I have found that I now think about government in a whole new way, which is exciting and provides me with new insight into the political process."
4. [Professor Harrison] clearly enjoys teaching and is very good at it. He was knowledgeable and was able to answer clearly any and every question any of us asked of him. His passion for the subject combined with his passion for teaching made my experience in his class a pleasure."
5. "Prof. Harrison is possibly the best professor I've had at this school [Wesleyan]. His ability to create a positive class dynamic which encouraged intellectual risk-taking and growth was impressive. He was the perfect mix of approachable and professional."
6. "Professor Harrison was always well prepared for the course and consistently came into class with a positive and magnetic attitude that inspired his students to be as excited about the material as he was.
7. "Professor Harrison is not only a great teacher but also a great person. He promotes both enthusiastic learning and self growth in the class. He's passionate about the subject and teaches it in a way that makes every student passionate as well. He talks with the students, not at them, and makes classes interesting and engaging."
8. "[Professor Harrison] also is very honest about the course material, often times providing alternative, less-biased interpretations of data we see in class. He is incredibly organized, easy to talk to, and very knowledgeable about public opinion and voting behavior.
9. "Professor Harrison is an outstanding professor. He is an overall engaging and enthusiastic person who was not only willing to meet out of class to discuss the content of the course, but was also willing to provide his advice and perspectives on any issues or questions students may have."
10. "Professor Harrison has a unique way of helping his students to relate to the course material. He pushes us to engage with the texts in ways I did not anticipate. I especially enjoyed the way he incorporated public speaking into the curriculum; it was a challenge for most of us but also formative and essential for both our academic and personal lives."

11. "Professor Harrison was always very prepared for class. He continuously asked his students questions that were supposed to intrigue their interest and facilitate open discussion. He is very good at leading class discussions; he is clearly very comfortable with being in front of the classroom. He is clearly very enthusiastic about this subject and really enjoys teaching students. He would often play devil's advocate in order to facilitate discussion and there was a high degree of intellectual stimulation."
12. "The instruction was fantastic. Preparation was clear, and the instructor had a great ability to lead discussion and involve many students."

Wesleyan University Evaluations*

*Response options were (a) outstanding, (b) good, (c) fair/acceptable, (d) poor. All student responses were either outstanding or good so they are the only responses reported here.

	American Government & Politics (section 1)	American Government & Politics (section 2)	LGBT Politics	Intersecting Identities in Public Opinion	Empirical Research Methods
Quality of the Course (% answering outstanding)	55.56% (10/18)	37.50% (6/16)	76.19% (16/21)	55.56% (10/18)	80.00% (12/15)
Quality of the Course (% answering good)	44.44% (8/18)	62.50% (10/16)	23.81% (5/21)	44.44% (8/18)	20.00% (3/15)

Quality of the Teaching (% answering outstanding)	66.67% (12/18)	56.25% (9/16)	85.71% (18/21)	66.67% (12/18)	73.33% (11/15)
Quality of the Teaching (% answering good)	33.33% (6/18)	43.75% (7/16)	14.29% (3/21)	33.33% (6/18)	26.67% (4/15)
Total Responses	18	16	21	18	15

Northwestern Evaluations (as teaching assistant)

Question 1: The Teaching Assistant was able to answer students' questions adequately.

Question 2: The TA was well prepared for each session.

Question 3: The TA communicated ideas in a clear manner.

Question 4: The TA showed strong interest in teaching the course

Overall Summary Statistics for Student Responses*

	Congress & Legislative Process (Winter 2010)	The Presidency (Spring 2010)	Political Parties and Elections (Fall 2010)	Congress & Legislative Process (Winter 2011)	Public Opinion & Voting Behavior (Fall 2011)
Question 1	5.56	5.15	5.76	5.57	5.65
Question 2	5.37	5.22	5.84	5.74	5.71
Question 3	5.59	5.04	5.81	5.74	5.61
Question 4	5.58	5.30	5.86	5.66	5.57
Number of responses	27	46	37	35	31

*Scale ranges from 1 (low) to 6 (high)

Core Questions

	Total Response	1 Very Low	2	3	4	5	6 Very High	Average Response
1. Provide an overall rating of the instruction	9	0	0	0	0	2	7	5.78
2. Provide an overall rating of the course.	9	0	0	0	0	1	8	5.89
3. Estimate how much you learned in the course.	9	0	0	0	0	3	6	5.67
4. Rate the effectiveness of the course in challenging you intellectually.	9	0	0	0	1	3	5	5.44
5. Rate the effectiveness of the instructor(s) in stimulating your interest in the subject.	9	0	0	0	0	1	8	5.89

Time-Survey Question

	Total Response	a. 3 or fewer	b. 4 - 7	c. 8 - 11	d. 12 - 15	e. 16 - 19	f. 20 or more
6. Estimate the average number of hours per week you spent on this course outside of class and lab time.	9	1	6	2	0	0	0

School and Department Questions

	Total Response	1 Very Low	2	3	4	5	6 Very High	Average Response
7. Rate how well prepared the instructor was for the class.	9	0	0	0	0	2	7	5.78
8. Rate the effectiveness with which the instructor communicated course content and ideas.	9	0	0	0	0	3	6	5.67
9. Rate the instructional materials (texts, audiovisual materials, etc.) used in this course.	9	0	0	0	0	3	6	5.67
10. Rate the instructor's enthusiasm in teaching this class.	9	0	0	0	0	0	9	6.00
11. Rate how well the instructor identified the important concepts in the course.	9	0	0	0	1	1	7	5.67
12. Rate how well the instructor presented class lectures in an organized fashion.	9	0	0	0	1	3	5	5.44
13. Rate how well the overall organization of the course facilitated learning.	9	0	0	0	0	3	6	5.67
14. Rate how well the instructor motivated you to do your best work.	9	0	0	0	0	4	5	5.56

	Total Response	1 Very Low	2	3	4	5	6 Very High	Average Response
15. Rate how well the instructor encouraged you to think for yourself.	9	0	0	0	0	2	7	5.78
16. Rate how well the examinations accurately measured your achievement in this course.	9	0	0	0	1	2	6	5.56
17. Rate how well the instructor taught you how to recognize good arguments in this field.	8	0	0	0	0	4	4	5.50
18. Rate how well this course helped you improve your ability to read critically.	9	0	0	0	0	6	3	5.33

Essay Questions

1. What are the primary teaching strengths of the instructor(s)?

Professor Harrison is an expert in LGBT politics, identity, and the struggles the community faces in modern america. He understands how to teach this history in a nuanced way that reflects all perspectives and really digs deep into the complex understandings of what it means to identify as queer. He also really engages with students on an intimate level and motivates us to work hard./Brian is a professional in this field and really knows his stuff, that being said he was able to present it to us in a way that was easily understandable and accessible. he framed it in a way that allowed me to not only gain a deeper understanding, but also care about it./Professor Harrison is an extremely engaging lecturer. He clearly has a passion for LGBTQ politics and it showed whether he was talking about political proceedings or the passing of discriminatory laws. He effectively tied together all the course readings by the end of the quarter, so I was able to get a full picture of the history of the LGBTQ movement. He also really listened to the class, adjusting reading and assignments as necessary. He was also very clear in his expectations and was always available to meet if we had any questions. Most importantly, he made the class a safe space to discuss ideas and I was always grateful to come into class and feel heard./Great powerpoints, great instruction and discussions./Relatable, understanding, responsive/Professor Harrison is incredibly smart, passionate, and engaging. He created the kind of environment where I made an effort not to miss class- purely because I enjoyed being in the room and learning from him. Every class he had totally new and exciting topics to talk about, and regardless of said topic, I found myself engaged and actively learning./Passion, Organization, Openness to Discourse, Engaging the class in current events discussions outside of class in the real world. Additionally, he challenged us to think as academics by constantly asking practical application questions from us, e.g., "How would I design a survey for this? What questions should I ask? Etc."

2. What are the primary weaknesses, if any, of the instruction?

He could sometimes focus less from summarizing the readings and more about significant aspects of the readings. I thought some lectures were more repetitive than others. In addition connecting various themes of the course together./too little time for all the stuff we could have talked about/none/I didn't love the structure of having two papers due at any point during the quarter before the end- I almost would've rather had firm deadlines, so it could feel more structured. Also, for those of us who turned papers in later in the quarter, we didn't get our first grade in the class until very late, which at the time was our only evaluation of how well we were doing./No weaknesses. Professor Harrison is by far the best professor I have had at this institution. He has inspired me to take this topic up in my future profession as a health policy official, writer, and doctor.

3. Can you offer suggestions for improvement?

No need for basic overview of decades such as the 1950s/1960s

I was not a huge fan of the "framing/priming" readings in the beginning. I think we spent too much time on aids and not enough on modern issues/None. The course was excellent in every respect. I hope Professor Harrison teaches more courses here at Northwestern. I took a risk taking his class when he didn't even have a CTECS. But I gave him a 6 in every category for a reason.

4. Did the course help you learn? Why or why not?

Yes, I learned so much. Now I am fairly knowledgeable on LGBT history and really like discussing the topic./yes because Brian was so passionate/This course definitely helped me synthesize information more effectively. By starting off each class asking "What's happening in the world?" Professor Harrison encouraged me to read the news critically and pay attention to the various ways the LGBTQ community was being represented along with the challenges they were facing. He was effectively able to tie these modern observations to the readings and the history of LGBTQ politics in a way that not only made the course material relevant, but also made it feel important to understanding the state of the LGBTQ community today./Yes I learned a lot! Professor Harrison was great with synthesizing material. I really liked how he would have us write down what we learned about the week before in order to keep those topics in our minds. I also liked how he asked for feedback on the course midway through and then adapted the course to our needs. And discussing current events in the beginning of class was an awesome aspect that I haven't experienced in any other political science course - really appreciated that!/Absolutely- it was a subject that I felt like I knew a lot about going into it, but ended up learning much more than I thought I would. Professor Harrison is incredibly knowledgeable about the subject, and made sure we were all left well-informed./Absolutely. Once again, the discussions were highly fruitful. The practical application questions allowed us to think like actual academics. Additionally, the malleability of the midterm and presentation questions allowed us to explore topics within the topic of LGBTQ Identity and Politics that were passionate to us. Everyone chose a different topic. Some explored the homophile movement, some chose issues of intersectionality, and I chose to explore hospice care for LGBTQ people. It was a highly diverse class.

5. Please summarize your reaction to this course focusing on the aspects that were most important to you.

This is one of the best political science courses I have taken at NU. The topic is so relevant and interesting and Professor Harrison really pushes the class to engage from multiple different perspectives. The readings are interesting and you really see at the end of the class how it all comes together. It doesn't hurt that professor harrison is writing a book about transgender identity and is a true expert in the topic./Absolutely great class. Prof. Harrison really cares about how each student does and wants to make sure everyone stays interested in the class. I'm so happy we have a course in LGBT politics now./GREAT CLASS take this as a 390 even if you know nothing about it. Brain is fantastic and super easy to talk to, he really wants you to succeed./This was one of my favorite classes I've taken at Northwestern so far. Professor Harrison does a great job of condensing the important political history of the LGBTQ community into ten weeks. The amount of reading is extremely fair and they're all different and interesting. The size of class allows for really great in-depth discussion and two papers and two presentation was very manageable. 10/10 would recommend this class for anyone with even a passing interest in LGBTQ politics and history. A very important addition to the Political Science department./LGBTQ* politics is very overlooked when learning about US history. This course taught me a lot about an overlooked part of history. Professor Harrison is amazing! Started great discussions, introduced new ideas. Very good professor, interested in the subject and wants students to do their best. Taught the history of LGBTQ* politics but made sure that it stayed relevant and applicable to current times.

An interesting and necessary course that everyone should learn about./Take this class with Professor Harrison! He is awesome and so knowledgeable about the topic. We learned a lot and read a lot but the course never seemed too overwhelming or stressful. It was definitely a lot of work but the work assigned was all interesting. Also, when students expressed concern for too much reading, Harrison adapted the syllabus and that was awesome. Overall you will learn a lot in the course and get to know a great professor so I highly recommend it./Professor Harrison is incredible and everyone should have the opportunity to take a class with him. He was passionately about what he teaches and is an extremely organized and engaging teacher!/Overall amazing class. Take a class with Professor

Harrison if you can, you're guaranteed to learn a lot and cultivate new interests in political science./Professor Harrison has inspired me to take up this topic as a core part of my future. I'm asking him for assistance in designing a qualitative research proposal for the summer. I plan on developing a longitudinal relationship with him over the next several years (as I will be studying at the Medical School starting 2017), and in that time, I hope to continue learning from him. He is a true justification for why a student should attend Northwestern University.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I absolutely loved that Wesleyan offered this course. The work load and modes of evaluation were extremely fair. This was especially seen on papers. Based on the amount of comments and their detail, Professor Harrison clearly put in a lot of effort into grading. He have a lot of positive feedback and offered multiple ways in which the paper could be improved. The readings were excellent and highly intriguing.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison was by far my favorite professor of the semester and among my favorite at Wesleyan. Not only is he charismatic but he is so passionate about what he is teaching that making class was so enjoyable. I really enjoyed how he taught the material by alternating mediums in order to convey his point. For example, he successfully employed videos and movies to supplement the readings. I also really liked how he brought in a guest speaker. The guest speaker was an expert in the area that we were discussing for the week. It was great because it really put in the lectures for the week into perspective. In addition, I liked how every class was started with a quick discussion about current events about things happening in politics. I really wish this was done in other government classes at Wesleyan.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course load was fair. What was expected was very clear and the course outline was organized. The modes of evaluation were clear and fair.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is not only a great teacher but also a great person. He promotes both enthusiastic learning and self growth in the class. He is always available for extra help and responds promptly to all emails. He is one of the best professors I have had at Wesleyan. He has the spectacular ability to teach a class without seeming condescending or arrogant. He is truly a great man and a great teacher.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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the course was very organized and well planned. we had a lot of assignments - writing, class leadership, presentations, etc that really allowed for a mix use of learning.

such an incredible class, that is so wes-unique. all the students in the class always seemed captivated by the teachings he would share with us. the course reading was amazing and relevant.

this class should be part of the wes curriculum. its so important for students to have an understanding of the gay and lesbian movement just as our parents and grandparents had to with civil rights.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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very passionate about his teaching and students. always available to talk and offer the students help. he really made the class interesting and incorporated so many different teaching methods- including having the kids lead class discussion. he had a great focus on public speaking and writing. The public speaking opportunities were very meaningful, i think most kids shy away from classes as such, but he is very positive and encouraging. it is great experience

over all amazing class. one of my favorite at wesleyan.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Very thoughtful and nice organization of class contents by drawing topics from social, psychological, philosophical, historical and political aspects. Lots of reading but they are extremely interesting, informative and very helpful especially during discussions. Assignments are challenging and in many forms, some conventional (papers) and some very creative (discussion-leading, model research proposal), and grading is very reasonable.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison is probably one of best teacher you can have for this subject. Very knowledgeable and enthusiastic. He designs the class in a way that is extremely interactive and he helps guide awesome discussions for which he always prepares very carefully.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This was one of my favorite courses I have taken at Wesleyan. It seemed like Professor Harrison was very organized with the class topic and the readings for each week.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Great teacher. He brought enthusiasm to every class and a great sense of knowledge to the course.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I really love how this class covers a wide range of aspects regarding the LGBT community. I wish the course was named "LGBT Politics" so that we could talk more about transgender and bisexual individuals. However, I feel much more knowledgeable about Gay and Lesbian experiences and contributions to American society--which is the point of the class (I would imagine). I especially appreciated the diversity of assignments: individual and group presentations, short papers, discussion questions, etc. I felt very involved and I feel like I not only learned from Professor Harrison but also from my fellow classmates.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison has a unique way of helping his students to relate to the course material. He pushes us to engage with the texts in ways I did not anticipate. I especially enjoyed the way he incorporated public speaking into the curriculum; it was a challenge for most of us but also formative and essential for both our academic and personal lives.

Gay and Lesbian Politics - GOVT242 01

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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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As much as I hated reading 150-200 pages over a weekend, most of it was very interesting, so I actually wouldn't suggest reducing the amount of reading.

I absolutely loved many of the readings, especially the Canaday one and most of the texts in the Blasius and Phelan book. I know it was a gov course, but those readings in particular solidified my desire to be a history major. All this said, I think there were gaps in the content covered--namely that we talked mostly about gay men. I understand that much of the texts and studies in the field are dedicated to them, but, I think there are ways to include texts/content about lesbians, trans* individuals, people of color etc. I think there is a way to talk about the mainstream trajectory of the LGBT movement, while still including writing and work from the margins. I also would have liked to discuss the contemporary LGBT movement a bit more, and I know we would have had you not had to miss class for job interviews.

I thoroughly enjoyed writing the first paper. However, I don't think you are a harsh enough grader. I know it was a well written paper, but everyone's writing needs improvement and I honestly don't think my paper merited the high grade it received. I also think the second paper should have actually been a research paper and that it should have taken the place of our final paper. The lack of tests was much appreciated. I truly don't think they're necessary for the class.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I wish the course had been more lecture-oriented with less student discussion. You obviously know what you're talking about and I would have liked to have heard more from you instead of 40 minute student presentations.

Further, if so much reading is going to be assigned, I think we should at least discuss each reading in class, even if just for a few minutes.

I was not that intellectually stimulated, I think because so much of class was dedicated to discussion between students. I felt noticeably more intellectually stimulated when you and our guest lecturer lectured. I learned much more during those classes than during any of the others. That said, as someone who identifies as LGBT, I have put a lot of thought into these issues already, so maybe the class was very intellectually stimulating for those who have not thought about the issues.

Your enthusiasm for the material was palpable and I think the class was way remarkably invested in the content because you were.

As I said, I wish there had been more critical feedback on my papers, but the little that there was was helpful.

Thank you for teaching this course on a topic that does not receive enough attention in the gov department at Wesleyan. You're an invaluable asset to the department and it's truly a shame that you won't be returning next year.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Gay and Lesbian Politics - GOVT242 01

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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The amount of assigned work is suitable for the course. There were a lot of readings per week, which sometimes were a bit overwhelming, but even if you did not do the reading Professor Harrison went over it in class. I think that this course was incredibly interesting and I now think of anything involving LGBTQ issues incredibly differently. I think that leading class discussions with a partner was also a fair way to establish our understanding of the readings of the course, and I am glad that Professor Harrison listened to the students' suggestions and altered the length of how long students were supposed to lead the class for. I think that the presentations about our second paper were also a good way to gain more points, although I personally did not see the advantage of doing a fake research paper. I also think that it is pretty ridiculous that we have to write 2 essays during our finals week. Would a professor make students take two tests? Probably not, which is why I think that having to write 2 essays is excessive and unfair. Instead of assigning 2 essays for finals week, I think that it would have been much more logical to have us write another essay during the semester.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison was always very prepared for class. He continuously asked his students questions that were supposed to intrigue their interest and facilitate open discussion. He is very good at leading class discussions; he is clearly very comfortable with being in front of the classroom. He is clearly very enthusiastic about this subject and really enjoys teaching students. He would often play devil's advocate in order to facilitate discussion and there was a high degree of intellectual stimulation. I do not think that his comments and suggestions on papers were very helpful; there would perhaps be a couple of comments for a paper that was more than 5 pages, which I did not think was very helpful. Sometimes Professor Harrison would be responsive by email and sometimes he would not be responsive. He was always willing to stay after class to talk to students though which I thought was very helpful and thoughtful of him. He is a good professor and his course was one of the most interesting courses that I have taken at Wesleyan so far.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Great course, great material, great professor. Assigned work was always relevant and interesting. Class was always engaging and fun.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Best teacher I've had in the Gov department. He's passionate about the subject and teaches it in a way that makes every student passionate as well. He talks with the students, not at them, and makes classes interesting and engaging.

If you don't hire him you're an idiot.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Gay and Lesbian Politics was well-organized, carefully constructed, and successfully traced both the history and development of the LGBT movement. It is clear that Professor Harrison is both capable and willing to construct a course that intellectually stimulates his students, challenges his student's understandings of the LGBT community, and finally, successfully and enthusiastically engages with his students on both academic and personal levels in and out of class. The amount of work was strenuous yet suitable for the amount of material we were covering in the course. Professor Harrison challenged his students, but in practical and reasonable ways. The design and content of the course was interesting, engaging, and a good combination of history and theory, with a strong focus contemporary issues faced by the LGBT community. Finally, the modes of evaluation for the course were appropriate, fair, and Professor Harrison was always willing to discuss questions or uncertainties about comments on papers or other assignments.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is an outstanding professor. He is not only one of the best professors I have had at Wesleyan, but he is an overall engaging and enthusiastic person who was not only willing to meet out of class to discuss the content of the course, but was also willing to provide his advice and perspectives on any issues or questions students may have. Professor Harrison was always well prepared for the course and consistently came into class with a positive and magnetic attitude that inspired his students to be as excited about the material as he was. He successfully raised questions and guided interesting discussions that both engaged and challenged his students. He constantly made me question my own perceptions of the LGBT community and inspired me to do outside research on issues he raised during class. Professor Harrison incentivized his students to further study issues facing the LGBT community through strategies such as asking his students at the beginning of each class what was going on in the news. Professor Harrison provided incredibly helpful comments and suggestions on assignments and was always willing to discuss why and how he came to a certain understanding.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I absolutely LOVED the way this course was organized. Professor Harrison obviously put A LOT of thought into his syllabus and every single lesson plan, and I felt like I learned so much just from the way the course was structured. I had the chance to speak publicly in front of the class twice, work on a group collaboration, and do a meaningful amount of work. In addition, the course readings for this class were stellar; I read every single one of them because I just thought it was such a great spread of literature.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I thought Professor Harrison was an absolutely fantastic professor and I am so sad that he is not returning next year; I was really hoping for him to be my advisor for my major. He was a totally fair grader (his comments and thoughts were always dead on!) and an excellent teacher who really connected with his students. I felt like he was knowledgeable about any question anyone threw at him, and I loved that he also spent one class presenting his research to us and having us critique it. Professor Harrison's class is a true example of why I chose a liberal arts college: I had thought provoking conversations that will stay with me long after the class has ended with a small but amazing group of individuals. I couldn't have asked for a better class!

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Very interesting class! I loved taking it and the work load was completely reasonable. He is a fair grader and taught the material well.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison was very knowledgable, organized, and enthusiastic. He forced people to really think and created some wonderful discussions. I really wish he was staying to teach at Wesleyan!

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course covered a wide variety of material, but I felt engaged at every step because the outside work was incredibly well suited to the readings and discussions. Professor Harrison really understands how college students function and kept students engaged by assigning engaging readings from many different sources. It was great to be able to compare the historical to the contemporary through recent newspaper articles, etc. The work was perfectly spaced out--I never felt overwhelmed, but always felt involved. I also really appreciated the element of student-led discussion, which is a really important skill to have. He's also a very fair grader and provides detailed, helpful feedback on every paper. Great class!

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison made me think about issues that I've always been very passionate about in new ways. I wish this class had met more regularly because it dealt with a topic that cannot really be exhausted. Professor Harrison is always well-prepared and definitely encouraged me to further pursue topics in this class on my own time. I was very impressed that Professor Harrison took student evaluations of his own earlier in the year to improve the course for current students; I respect that so much and wish other professors did the same. Finally, Professor Harrison was always available and happy to answer questions, etc. I thoroughly enjoyed being a member of his class this year and have recommended him to my friends for next semester.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Professor Harrison organized the class extremely well with a great combination of lecturing and engaging discussions with the whole of class. There was a lot of reading, but it was manageable. The readings and assignments made me learn a lot about the history of the LGBT community and their fight for civil rights. The papers were graded fairly and appropriately from what I can tell.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison was always prepared for engaging discussion in class and was fairly enthusiastic. He lecturing was very intellectually stimulating. I definitely would like to pursue further study in the area because of this class. His comments on papers were very helpful.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The organization of this course was stellar and the grading was fair, to boot. The course had no surprises and offered me stability the throughout its entirety. The works by which Harrison selected from were also quite insightful, and gave me an entirely different perspective on the subject matter than when I began the course.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The instructor was extremely enthusiastic, and did very well to encompass many of the key themes of the course within is lessons in a way that was explicit enough for the class to understand its importance. The classroom leadership portion of the class was also a nice twist because it gave students a chance to be an authority on a specific topic in the class, while also allowing them to develop their public speaking skills while articulating their knowledge to their peers.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course provided a strong overview of the history of the LGBT rights movement in America. Although sometimes I felt the course veered a little too much toward cultural history as opposed to political history, I found it to be very valuable. The readings were always relevant and interesting, and the evaluations were fair and helped me to understand the course material more.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is extremely knowledgeable and clearly cares about teaching and his students. He made the course material relatable and relevant, and he always helped to synthesize information during class discussion. He is very passionate and enthusiastic about the material and was very supportive and helpful with regard to papers.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The readings and course design were fantastic, and the amount of work was reasonable. My suggestion would be to have either student discussion leadership or student presentations. Both were useful, but by doing both, I feel that it cut down too much on professor-led discussion and lecture. It was great bringing in other topics and media in class, but it would be good to give due diligence to the readings each class.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The instruction was fantastic. Preparation was clear, and the instructor had a great ability to lead discussion and involve many students. The circle style discussion worked well -- I wish we did that for more of the semester. Comments on papers were very thorough and helpful.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Decent amount of work, although some days were way more reading intense than others. Fair grader, well designed course although I wish a bit more time at the end of the semester had been dedicated to current events in the LGTBQ community.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The instructor was always well prepared, and pushed students to further explain their answers. Discussion was good, but not the best, most likely due to the early morning nature of the course. Stimulated students to think more about subjects that as liberals we all tend to agree on. Helpful comments on papers and assignments, and extremely enthusiastic about the topic and created a safe space to discuss sensitive issues.

Gay and Lesbian Politics - GOVT242 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course has a very easy to follow clean structure. The amount of work assigned is dense but necessary for the full understanding of the theme of the course, I appreciate the fact that a part of the final grade was destined for the individual presentations we did in class. The material used is very helpful and can be easily found. I believe the modes of evaluation were very fair and helpful to the learning process.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The instructor was very competent and very well prepared on the subject of the course, as well as on other political and sociological issues. He would regularly come up with discussion questions for every class and willingly address the students' doubts. Throughout the whole semester, the professor has shown a very enthusiastic and friendly attitude. The amount of knowledge that was transmitted in this course was outstanding, especially because it deals with a subject that is not commonly studied in most colleges. I feel like I have learnt more during this course than during my last 3 years of college. One of our final papers has actually inspired me to perhaps write my final thesis on the subject.

Gay and Lesbian Politics - GOVT242 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This was a fantastically planned and executed course. The syllabus was both academically thorough and intellectually stimulating. I learned more in this course than I did in my other three classes combined.

Bravo.

#Thisiswhy

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison is possibly the best professor I've had at this school. His ability to create a positive class dynamic which encouraged intellectual risk-taking and growth was impressive. He was the perfect mix of approachable and professional. Prof. Harrison's is the type of new blood that makes me optimistic about the future of government-based academia in this country. Calling him inspirational would be putting it lightly. The fact that this professor is not returning to Wesleyan is an absolute travesty. Whoever made that decision deserves to be fired. I would rather have him than have you. I have no doubt that Mr. Harrison will go on to do great things and be very successful. I just hope that when that day comes he calls you out in a public setting for the terrible mistake you made all those years ago.

I am neither friends with Prof. Harrison nor do I have a good grade in his class. Please do not delude yourself with the assumption that this is a personal vendetta in any way, shape or form. The only thing that is personal here is my anger that my money has been so gravely misappropriated in the decision not to retain Mr. Harrison as a Wesleyan employee.

Identity & Public Opinion - GOVT247 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Course was well organized. Readings were straightforward, sometimes a bit lengthy, but very pertinent to class discussions. Group presentations were fairly divided, and expectations for writing assignments were clearly outlined.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is an excellent professor, very knowledgeable and passionate about identity politics. Shares many relevant anecdotes and guides class discussions very well. Effectively moderates conversations on sensitive issues and effectively challenges students to defend their arguments. Also, Professor Harrison is very helpful with written assignments in office hours, and is always happy to provide direction or suggestions for students' papers.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I thought our readings were super interesting but I think we were assigned too many readings for what we actually discussed. It's not so much that i couldn't handle the readings but I was discouraging to do all of them and then only focus on one of the readings during class when I thought they were all really interesting. I either think we should have been assigned to less readings to the ones we were going to discuss in class or make sure to set enough time to thoroughly talk about them all. Overall I really enjoyed this class. I thought the topic was fascinating and definitely a refreshing approach to the government department that often can feel more like a stats or history course. This sociological perspective in understanding American government was fascinating to learn.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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It is obvious that Professor Harrison is an extremely passionate teacher. He is super nice which is a good thing but also could work against him because it inhibited him from holding as much authority over the class. That being said I was inspired about how smart he was and his passion for his work. I loved that he assigned some of his own studies in his work.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I thought that all of the readings were generally interesting. However, there seemed to be a great disparity between the readings and the level of discussion in class. I thought that the readings were highly challenging and intellectually stimulating, but I found class conversations to center more around our own personal experiences rather than addressing and engaging with the text. Class was enjoyable and interesting, but I felt like I could have gotten just as much out of going to class had I not done any of the readings, which I don't think should be the case.

Grading was fair given the assignments.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is clearly enthusiastic about what he does, and he was able to bring some really interesting thoughts to mind in class. His comments and suggestions are always good, and he makes a real effort to be available to students. I truly appreciated having him as a professor.

Identity & Public Opinion - GOVT247 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The 3 different assignments were all very different structurally which helped break up the class and allowed us to engage and show what we learned in different ways. The reading load was suitable and all connected well.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison was good at getting the class too discuss by posing questions and having knowledge on the topics to guide it in the right direction. While it seemed the readings weren't as important to do for each class because the discussion was a little more open-ended and just guided by the readings, he made it a point to let us know we would need to sue them for our final paper which was good incentive to keep up.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Course was reasonably organized, readings as a whole were split into sub categories. However, it was sometimes hard to find connections between each of the readings for a particular class. Three readings for each class were too much at times, especially with papers due on the same day. Papers were clearly graded, and comments were useful and helpful.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The teaching was excellent in this course. He was always prepared, would ask probing questions, and was very knowledgeable and engaging. He guided discussion effectively, was enthusiastic and fun to learn from. Conversations were stimulating, and guided further thought. Comments and suggestions were very clear and helped me improve.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This is a really great course. The readings are for the most part very interesting. It is clear why each reading is assigned as they all help the students' understanding of the concept being discussed. The essay questions were one of my favorite parts of the course. The literature review was a fun assignment. The research essay was a great way to introduce students to the creation of a research study. Professor Harrison clearly outlines what he expects for his essays and grades them quite appropriately.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is brilliant. As someone who usually dislikes discussion-based classes, Professor Harrison completely changed my view. He not only guided the discussions in a manner that would help students understand the ideas better, but also skillfully wove the readings into classroom debates. His enthusiasm for the material is wonderufl and it really helps the students care about what they're learning as well as understand how it relates to real life. Professor Harrison new the readings inside and out, and was able to quickly pull out snippets from them in examples to what he and the other students were discussing.

Identity & Public Opinion - GOVT247 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course was well organized for the most part. I liked the structure of beginning with all the social and public opinion theory and then moving on to the specific identity groups. I would have liked to more explicitly discuss the application of the theoretical elements to the studies of different identity groups. The amount of work assigned was appropriate. I especially liked the second paper, which made us integrate the disparate elements of the class and bring in outside material. The first paper and the final paper felt more like exercises to show our comprehension of the reading, which was helpful pedagogically, but did not necessarily push us to think more in-depth about the material. Evaluation was fair and clear. Readings were good and of appropriate lengths.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I thought Harrison was a fantastic professor. He made the material interesting and engaging. His lectures were clearly laid out and easy to follow, and the powerpoints were well organized. His preparation showed through in his coherent and strong teaching. Fostered discussion really well. Did allow students to get away with not really actively participating - could have done this better. Also sometimes the discussion of current events went on for way too long and we never got around to talking about some of the more important readings. Harrison was very kind and relatable, making the classroom a safe and comfortable environment for learning and sharing ideas and personal stories. He was also actively engaged in providing help, both in his comments on papers and in office hour meetings.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course has given a fair amount of work, but nothing that caused me too much stress. The modes of evaluation, on the whole, I felt were very fair, as well. Because the information is presented through class discussion and readings, Professor Harrison allows for different hypotheses to be made on different subject matter.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison's modes of teaching were absolutely wonderful. Though the class started in a power-point/lecture format, he continually tried to cater to the class's learning preference, and by the end of the semester, the class was almost completely discussion based (allowing for students to understand the material by putting into the context of a conversation, while also adding their own opinion). Overall, the professor is very passionate about the course, which made for a great learning environment.

Identity & Public Opinion - GOVT247 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I really liked this course and its organization, especially because it was designed around such a broad topic. Though I sometimes thought Professor Harrison assigned a lot of reading, much of it was pretty easy to read through (nothing too highly theoretical to where I couldn't figure it out) and it was usually really interesting. I also like that Professor Harrison gave great comments on papers that really helped my writing, and I also appreciated that he really tried to give back papers in a timely matter--it meant I was able to improve quickly, as opposed to other classes where professors took 5-8 weeks to give back assignments.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I absolutely loved being in Professor Harrison's class and am super sad he is leaving Wesleyan; I was hoping to take more classes with him in the future. Professor Harrison, above all, is a fantastic teacher, one of the best I've had in my life. While scholarship is important, if a prof is dull and uninterested in getting to know students as people, I really couldn't care less how amazingly smart and academic he or she is. Professor Harrison was engaging, not to mention hilarious. I retained pretty much everything I learned in his class this semester, and he's one of the few professors I've had at Wesleyan who actually brought his real life research to class and made us think/talk critically about it. Wesleyan is always preaching this "teacher-scholar model", and I feel like Professor Harrison really exemplifies that.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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class was designed well.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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best teacher I have had at wes

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Excellent course. Very reasonable expectations of students. One thing that I enjoyed the most was when Professor Harrison had each of us present our research paper topics. This not only gave the rest of the class an understanding of what each of us had studied, but also allowed me to improve my public speaking skills which is an invaluable experience.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Wonderful professor. Loved his enthusiasm and humor. Very relaxed setting. Encouraged class participation whenever possible and did a great job of leading class discussions.

Identity & Public Opinion - GOVT247 01

Harrison, Brian

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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course was organized really well. I liked how we began the course talking more about public opinion and theory, because it gave us a good foundation to talk about issues of identity. Readings were always manageable and interesting. I also enjoyed how each class started with discussion of current events, because I think it really important to be able to relate a government course to real world issues. Professor Harrison was also a very fair grader, which allowed me to feel more comfortable taking risks and being creative when writing papers.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I think Professor Harrison is a very good professor. He was also humorous and approachable, while maintaining authority over the class. He was also very prepared for classes and was always willing to answer questions. Class discussions flowed smoothly as well. My only critique is that sometimes it seemed that students would respond to questions in somewhat problematic ways, and these were not always addressed. For instance, students would often say things about everyone at Wesleyan agreeing, or assuming that prejudice cannot exist because we are at Wesleyan, which I felt was not only ignoring the fact that people at Wesleyan have different opinions and that prejudice DOES in fact exist at Wesleyan (even if it just a result of ignorance), but also because this phrase seemed to often be used (by white males) as justification for "playing devil's advocate" and saying things that could be taken as offensive. This is not necessarily a reflection of Professor Harrison, but is my only complaint about the course.

Identity & Public Opinion - GOVT247 01

Harrison, Brian

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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course covered topics that were important, and relevant to what is going on in the world today, I enjoyed coming to class each day.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The professor for this course is extremely intelligent and well informed on the course topics, and how they apply to what is going on in the media and the rest of the world. The professor was enthusiastic for each class, and stimulated our class discussions.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course was very well put together. There is a logical flow and there was excellent supplemental reading. The amount of work was high, but well divided throughout the semester. The evaluations were always fair.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is hands down the best professor I've ever had. He knows the material incredibly well and has a true passion for everything that is taught. The discussions are very stimulating and the readings further all of the course topics. I have grown as a student and learned a great deal in this course. He has helped convince me that I want to be a government major even though previous to this year I had little interest in the subject.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

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Strenuous	Fairly Serious	Casual	Very Slight	No answer
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Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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this is good.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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i wasn't sure how interesting i would end up finding this class but it was pretty interesting. the discussions were generally good and engaging, there are a lot of links to real-life stuff instead of just being theoretical stuff all the time. one thing i would have liked would have been if there was a bit more of summarizing or explaining the papers to make sure we understood them/the point of them, instead of just discussing stuff related to the paper. but the course and teaching were good.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

1. How would you describe your efforts in this course?

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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The beginning of the class was fairly slow moving and it was hard to tell what the theme of the class was actually going to be but as the course progressed the material seemed clear. Papers were graded fairly and returned back to us promptly. The readings were usually fairly interesting.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison came to class prepared every day and was very responsive to the feedback from us students throughout the course. He guided discussion well--letting the students talk, questioning us further when necessary, and interjecting with his analysis and opinions when necessary. I was intellectually stimulated most classes and was inspired to discuss the topics outside of class.

Identity & Public Opinion - GOVT247 01

Harrison,Brian

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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Well organized course, good amount of readings. All readings were relevant/ necessary. Great course and class design.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is a great professor; it is a true shame that Wesleyan will be losing him. He is not only able to answer any questions you have; he encourages you to form your own opinions and answer your own questions. He is very approachable and always available to help. He designed his class very well and his student's learning is his first priority. One of the best professors I've had here.

Identity & Public Opinion - GOVT247 01

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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While I would love to talk about my experiences in this course, I feel like it is irresponsible to do so because of the active eradication of the African-American Studies Program. The Program is an important part of Wesleyan and because the administration chooses to make it such a low priority, I will not participate in these evaluations. Until I feel like Wesleyan contributes to its own development as an institution, I will not affirm its pedagogical practices.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

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Identity & Public Opinion - GOVT247 01

Harrison,Brian

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Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course was very enjoyable and the discussions that took place in class were both relevant and interesting. Class time was utilized properly and the readings that corresponded with each class period were appropriate and edgy. I would highly recommend this course to anybody interested.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is one of the best professors that I have had at Wesleyan. He was very insightful and fun to be around. He was always willing to help his students and was very approachable.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course was relatively challenging, but fair. It was very interesting which made all of the work seem worth while, and I enjoyed going to class every day.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Brian Harrison is a fantastic teacher and just as good of a human being. He is incredibly smart, funny, and just a good guy to be around. He has a wealth of knowledge about American Government and Politics that stems from his true care and love for the subject. Due to this knowledge and true passion for the subject, all of his lectures and class discussions came off as genuine and more interesting than they otherwise would have with another teacher. He also was able to supplement great stories to go along with the course due to his time spent in Washington and working other political jobs. Overall, I am proud to call Brian Harrison one of my professors here at Wesleyan University, and I hope that I get to take another class with him over my four years. He is a great man and someone I truly look up to on this campus.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Very fair work load and grading. Readings to do every week and if you have questions about it you can either email or ask in class and he is very caring and responsive. Good lectures, makes information easy to comprehend.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Always prepared with lengthy powerpoint and discusses topics that were also assigned in weekly readings. Always able to answers any questions via email or in class. Engages the class well by asking questions and starting discussions well. Lightens the mood with jokes and short funny stories. Very smart. Knows about government and politics inside and out.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The amount of work is demanding, but it is very manageable. The modes of evaluation are very fair. Mr. Harrison does a great job of assessing your work based on your ability, not the ability of others. He is fair, and he is always willing to help.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Mr. Harrison's preparation is great. He always has a detailed outline of the class for that day and does an amazing job at maintaining high pace, while not abandoning his students with questions. He uses a lot of his personal experience in his work, which makes the course intimate and interesting. He has sparked a great deal of interest for me to continue studying American Government.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I thought the course was very well designed and the information was effectively delivered.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The professor did a great job. The course was enjoyable, fair, and challenging.

American Government & Politics - GOVT151 02

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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A lot of outside work for this class in terms of taking notes, but not too much because the material was fairly interesting. The evaluation of graded materials was very fair.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Really liked the teacher. He knew a lot about government and would explain his own experiences to help us understand. Class got boring sometimes because we just did slides, but still enjoyable. Great amount of enthusiasm about the topic.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The reading is fair and interesting, as far as textbooks go. Grading is relatively easy. Exams are a lot tougher than the actual course is. Without doing the reading, it is still fairly easy to do well. It's a fair introductory course.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Most classes are lectures, but Harrison keeps them interesting by including various activities and discussions. We start every class with current events, which is definitely my favorite part of the class. He's a very smart man who is very organized, and his preparation is really good. His lectures reflect his interest in the subject.

American Government & Politics - GOVT151 02

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course is generally pretty good. Course materials are interesting an the workload is manageable.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is good at illustrate things. He is very clear in his lecture and he is really helpful when you approach him. But his lecture is not exciting enough and the class discussion is a little bit boring.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course followed its prescribed syllabus well. The work assigned was ample and was not too stressful on me. Each class was taught using powerpoints and had the students taking notes off of the board. This course was a great introduction to how American politics functions and is a great starting point for students looking to major in government.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I believe that the instructor was amply prepared for teaching the course, he was able to guide discussions well and was very enthusiastic with the students for a class that started at 8:30 in the morning on a monday and wednesday. I was very stimulated intellectually and am looking to take a government course in the near future.

American Government & Politics - GOVT151 02

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Amount of work was appropriate. Grading was fair. Content was basic but engaging.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Teaching and lectures were clear and helpful. Teacher was enthusiastic and engaging.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The evaluations were very relevant and fair to what we were learning in class. There was a good amount of assigned work but nothing that wasn't manageable.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison was always very prepared for class. His presentations were very helpful and he was always enthusiastic. I really appreciated his stories from his experiences working in Washington DC.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Useful course that I recommend for everyone.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is candid and knowledgeable on the subject. He also has much experience in the subject area.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The amount of homework per week was a good balance; I never felt like it was overwhelming, but always had something to be working on. I also really liked the content and how the course was organized. The debates were interesting. I wish we had had more time for discussion though, because I really liked when we talked about current events in politics.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The lectures were always really engaging and interesting, and he was always helpful answering questions. Especially, the anecdotes from Washington D.C. were always entertaining and enlightening.

American Government & Politics - GOVT151 02

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I thought he did a great job of organizing the class. It was mainl lectures but the debates he scheduled allowed for more participation. Also i found the current events to start each class very helpful.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I'm only a freshman but he is by far my favorite professor. He covers a lot of information quickly but his relaxed demeanor kept me from stressing out.

American Government & Politics - GOVT151 02

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Readings were assigned daily, teacher was very fair with grades.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison was my favorite professor this semester. He was very enthusiastic and deeply involved in the subject matter. He was very helpful and a lot of fun to learn from.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I thought the organization was great in this course, and helped me master the material very well. The amount of work was a lot but yet still manageable, mostly reading with a few other assignments and tests. His lectures were well organized and their chronological progression was also well organized, so now, looking back at the course, I feel I have a very good grasp of what we learned, why we learned it, and the major themes of the course. The grading was very fair, the tests are not multiple choice so its really that you respond with what you know in short answers and an essay and if you didn't know it, you got marked down. I think that's a very fair way of testing.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The professor was always well prepared, very good at answering our questions and raising questions of his own, and very enthusiastic. This course made me very interested in taking further politics classes next semester and I attribute that largely to the professor.

American Government & Politics - GOVT151 02

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I think the course was very well organized. What I really appreciated was the various ways of being graded such as the debates we had, the smaller paper, in-class participation, and exams. I think this made me a better student because I wasn't only preparing for one aspect of class all the time.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison was always extremely prepared for class. He took the work very seriously but was able to make it interesting. I think a strong part of Prof Harrison's teaching comes from his ability to relate the course material to real life and this is due to his experience in the field of government. I think that most discussions were usually stimulating and thought provoking since it forced a more objective view to politics. If I had the chance to take this course again I would because Prof Harrison was able to make the material more complex than I thought it was and I would want to gain the different perspectives he gave on government.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I really enjoyed the way that this class was taught. The lectures were very intriguing and I felt that all of the content was relevant to the topic course. The modes of evaluation were very fair as well and they definitely helped enhance my knowledge in American Government and Politics.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The instructor was always very well prepared for class with a lengthy PowerPoint, as well as additional notes. I did not feel like he was talking out of the PowerPoint solely; instead, he added his own additional information to provide more insight into the topics. His enthusiasm and anecdotes also helped stimulate discussion. Because his lectures were so intriguing, I was encouraged to further study my notes and be very well prepared for exams, papers, and class discussions.

American Government & Politics - GOVT151 02

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course itself is immensely thought provoking and enjoyable. The amount of work, while at times can be a lot, is fair. The design of the course is relatively straightforward as it involves lecturing supplemented with weekly readings. However, the course is far from monotonous as there are ample connections to the contemporary political climate. There is a final, a midterm, debates, and a paper. There was ample time to do all of them and Mr. Harrison would give us warnings and advice on all of them. Overall the course is well structured and informational.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Mr. Harrison's teaching is of the highest quality. He comes prepared to every class and never seems to let anything get in the way of his teaching. He encourages group discussion in every class and will take extra time to engage in the discussion with his own input if everyone is engaged. He gives us a starting point for discussions and debates and lets it flow organically. The passion he has for the subject is tangible and he tries his best to infuse the same love for the subject into his students. I have found that I know think about government in a whole new way, which is exciting and provides me with new insight into the political process. The class challenges you to examine your beliefs and evaluate them with the new found information Mr. Harrison teaches. He offers to give us writing advice and will always take the time to answer questions in regards to tests and personal clarification. Mr. Harrison's teaching is outstanding and has helped me prepare for the rigors of Wesleyan.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I really appreciated the straight-forward the layout of the class and how well the readings matched the in-class discussion.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I really liked that Professor Harrison was comfortable with students speaking up all the time and encouraged student opinion throughout the lecture/discussion. He also brought in anecdotes from his time working in government which made the lectures more engaging.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Very straightforward. The textbooks are excellent sources of information.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is great, he presents the subject material in an efficient and productive way so that his students can understand. He makes the class interesting as much as he can and I love the fact that he opens the class up to discuss what going on in the world. It influences me to read the news more and get informed about my country.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course was very logically constructed. The lessons moved along an intelligently designed path, yet were very comprehensive. The work was well balanced and dispersed throughout the course in a way that was not overwhelming, yet still required constant attention. Evaluation was fair and consistent and there were ample constructive comments on all exams and essays once they were returned.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof was always organized and on time. It was clear that he not only understood the material, but also appreciated it. He provided very specific and intelligent answers to all questions posed to him. He was always available for office hours. He provided assignments that encouraged out of class research, and increased our interest in current events.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is an amazing teacher. He is open to all opinions and makes the class discussion fun but respectable of everyone's opinions. He is also very knowledgeable about government and politics, and his passion really shows during class.

American Government & Politics - GOVT151 03

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The organization of class material is very clear and thoughtful, with reasonable amount of workload per class and a good amount of new information to digest for someone who is interested in but not entirely familiar with American politics. Assignments are various and helpful for deeper understanding of class material as well as developing academic interest and improving important skills such as public speaking. Class is fun and discussions are interesting; special in-class activities are creative and thought-provoking. Grading of assignments and tests is reasonable.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison prepares each class very carefully and makes brilliant presentations of class material. He raises important and intellectually-appealing questions and lead pretty good discussions. He is certainly enthusiastic about what he studies and is an expert of this area and is able to convey hard knowledge very clearly in an interesting way that makes students want to learn more. He's also very helpful to us on preparing for exams and writing papers.

American Government & Politics - GOVT151 03

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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Learned very important information in this class. A good intro to Government course.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Great teacher who relates well to students. He puts a lot of time into his preparation for class, and is clearly very knowledgeable about what he teaches.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The organization of the course was great. It was clearly laid out in the syllabus and students were not surprised by anything.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Fantastic teacher. Clearly is passionate about what he is teaching. Students clearly loved him, which made class more interesting.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The amount of reading for each class was fairly strenuous, but Professor Harrison would always cover the concepts discussed in the readings in class. The class was always interesting and Professor Harrison was always open to discuss topics with the class if they were confusing or sparked our interest. Sometimes Professor Harrison would go through slides or topics too quickly and it was hard to write all of the information down. I think I would have liked more assignments to encourage me to keep up with the reading throughout the semester. The range of assignments that we had (debate, midterm, paper, final) was nice so it wasn't all testing or all writing.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is clearly very knowledgeable on the subject and offered insight from personal experience with government. He is approachable and friendly and helpful when confused about assignments. His grading is always fair and he's available to discuss grades if you disagree with what you received. He sometimes went too fast through lessons and topics but he would always be there to discuss it if you misunderstood something. I'm planning to major in government and this class only got me more excited about it.

American Government & Politics - GOVT151 03

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The work is manageable and suitable. The material is interesting and the modes of evaluation are fair.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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He was prepared for every class with powerpoints, and he spent time answering questions and discussing current events every class. His comments on tests and papers were very helpful, and he seemed very enthusiastic about the subject, particular his areas of expertise.

American Government & Politics - GOVT151 03

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I thought the course was very, very well organized. We were given a syllabus the first day of class that layed out the schedule for the semester in detail. The material was a good level of pushing me, but not incredibly overwhelming. He was very fair in grading. If you put in the time to understand the material, you would do well.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I thought the professor was one of the most prepared professors I have ever had. He had a plan for each class that lined up with the readings at the beginning of the semester. He was incredibly approachable, which created a comfortable classroom environment. He was very enthusiastic about the material, which helped me also care more. He was very open to help if I was confused on something and provided constructive feedback on papers.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course provided a basic understanding of American government and politics, it has given me a solid foundation for my government classes to come.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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The professor did a great job with creating great relationships with his students. I felt very comfortable in Professor Harrison's class and the environment that he established was optimal for learning. He was great with in depth explanations, and created many connections between the course work and contemporary events

American Government & Politics - GOVT151 03

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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This course was generally informative and easy to follow. The design was incredibly straightforward and because of that I knew exactly what was expected of me for each class. I like people who are organized and the course was very well organized. The amount of work was also very acceptable, there could have even been a little more work to make it a more rigorous class. The content of the class was interesting although I did not feel like we really got into the meat of an issue, rather skimmed the surface. The readings for the class became almost arbitrary at the end because the material that needed to be known was covered completely during lecture. I would have preferred one or the other, either readings and different discussion, or only lecture. Overall the grading was fair and constructive.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison is straight-forward, entertaining, and knowledgeable about the subject. He was very able to answer questions that people had, and was generally very prepared for class meetings. He could have been slightly more engaging with discussion, in that he did not facilitate discussion very often.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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The course covered very interesting material in a way that required some, but not too much work and effort. The examinations were straightforward, and adequately explained.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Prof. Harrison's lectures ranged from fairly good to mediocre, depending on the subject matter. He was always prepared and enthusiastic, and was always available to students outside of class.

American Government & Politics - GOVT151 03

Harrison, Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I thought that the class was organized very well. The amount of reading was reasonable and also coordinated well with the class material, supplementing what we learned in class. I thought that the exam was also very fair and asked a variety of questions that ranged from specifics to overarching concepts.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison was very passionate about Government and it showed in his teaching. He kept the class very causal and never made anybody feel uncomfortable about their opinions in the class. He also kept the class running on schedule very well and set up weekly debates that allowed us to delve into controversial issues and look at both sides. I also really liked how he was able to relate the fundamentals of government to what was going on in the world today. I felt like I really learned a lot, and it was also very practical information. Professor Harrison was also extremely helpful in his comments and suggestions.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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My favorite course hands down. With the combination of the teaching and the material, I truly enjoyed Professor Harrison's American Government and Politics course. The amount of assignments was very manageable and fair. A good grade was possible for the students who put in the effort. A lot of material was covered in a small amount of time, and I feel as we went into a good amount of depth into each subject we covered.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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Professor Harrison is brilliant, funny, and very involving. He makes you want to participate because he teaches you the material so well you want to put your own spin on it. Professor Harrison is clearly a master of Political Science. Coming into the class, I would say I knew almost nothing about politics. With obvious control and mastery of the material taught in the course, Professor Harrison was able to make me into someone who can have an intelligent conversation about politics. I feel bad for anyone who doesn't get to have Professor Harrison as a professor. The teaching was nearly perfect, all the concepts were explained clearly and Professor Harrison was able to answer almost every question that was asked. Professor Harrison also does an excellent job not revealing his partisan ship which is very important when teaching a politics class. This allows you to interpret new information and process it any way you want without being pressured to pick one side or the other. Professor Harrison is truly a one of a kind teacher.

American Government & Politics - GOVT151 03

Harrison,Brian

1. How would you describe your efforts in this course?

Strenuous	Fairly Serious	Casual	Very Slight	No answer
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2. The Course: Please comment on the course and its organization. Among the things you might consider are: the amount and suitability of assigned work; the design and contents of the material; the appropriateness and fairness of the modes of evaluation.

Rate the overall quality of this course:

Outstanding	Good	Acceptable	Poor	No answer
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I think that the course had a good amount of work. All of the work was relevant and at least somewhat interesting as well. I liked how we would go through the power points, but discussions would go beyond basic information. I think the debates were a really good way to evaluate us, and your tests, while they have a lot of writing, are fair.

3. The Teaching: Please comment on the quality of the teaching in this course. Depending on the type of course, among the things you might consider are: the instructor's level of preparation; the ability to raise and answer questions; the ability to guide discussion; enthusiasm; degree of intellectual stimulation; incentive to further study; helpfulness of comments and suggestions on test and papers.

Rate the overall quality of the teaching:

Outstanding	Good	Fair	Poor	No answer
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I thought that you did a really good job of keeping the class engaged. You were able to keep an academic environment as well as one in which anyone would be comfortable sharing their opinions. You seemed prepared for every class as well.