

POLS 249 (LEC-001): Intro/Comparative Politics

Summer Sem 2021 | Matthew Buehler

7 | Students Enrolled
7 | Students Responded
100% | Response Rate

Quantitative

| <i>Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.</i> | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | <u>N</u> | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|---|----------------|------------|---------|----------|-------------------|----------------|----------|------------|-----------|----------|
| The instructor contributed to your understanding of course content. | 100% (7) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0 | 5 |
| The instructor created an atmosphere that invited you to seek additional help. | 100% (7) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0 | 5 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 100% (7) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0 | 5 |
| The instructor created a respectful and positive learning environment. | 100% (7) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0 | 5 |
| The instructor provided useful feedback on course assignments. | 100% (7) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0 | 5 |
| The course challenged you to learn something new. | 100% (7) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0 | 5 |
| The class sessions were well organized. | 100% (7) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0 | 5 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 85.71% (6) | 14.29% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 7 | 0 | 0.35 | 4.86 |

| 14-15 | 16-17 | 18-19 | Under 2 20-21 | 2-3 22 or more | 4-5 | 6-7 | 8-9 | 10-11 | 12-13 <u>N</u> | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|---|-------|-------|------------------|-------------------|------------|--------|------------|--------|-------------------|------------|-----------|----------|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | 14.29% (1) | 28.57% (2) | 14.29% (1) | 0% (0) | 28.57% (2) | 0% (0) | 0% (0) | | | |
| | | | 14.29% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | 7 | 0 | - | - |

| C- | D | F | A Satisfactory/ Passing | A- No Credit/Not Passing | B+ Incomplete | B I do not know what my grade will be | B- | C+ | C <u>N</u> | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|---------------------------------------|--------|--------|-------------------------------|--------------------------------|------------------|---|--------|--------|---------------|------------|-----------|----------|
| The grade I expect in this course is: | | | 57.14% (4) | 14.29% (1) | 0% (0) | 14.29% (1) | 0% (0) | 0% (0) | 14.29% (1) | | | |
| 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | 7 | 0 | 2.13 | 2.43 |

| | My primary major | My secondary major | My minor/cog- nate | My graduate certificate (graduate students only) | A general ed- ucation re- quirement (undergradu- ates only) | An Elective | <u>DNA</u> | <u>SD</u> | <u>M</u> <u>N</u> |
|--|---------------------|-----------------------|-----------------------|---|---|-------------|------------|-----------|----------------------|
| In regards to your academic program/major, this course is for: | 71.43% (5) | 14.29% (1) | 14.29% (1) | 0% (0) | 0% (0) | 0% (0) | 0 | - | - |
| | | | | | | | | | 7 |

| | First-Year undergradu- ate | Sophomore | Junior | Senior | Graduate | Non-matric- ulating Student | <u>DNA</u> | <u>SD</u> | <u>M</u> <u>N</u> |
|-----------------------------|----------------------------------|-----------|------------|------------|----------|-----------------------------------|------------|-----------|----------------------|
| My class/year in school is: | 14.29% (1) | 0% (0) | 42.86% (3) | 42.86% (3) | 0% (0) | 0% (0) | 0 | - | - |
| | | | | | | | | | 7 |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- very organized class and knowledgeable professor
- This instructor was really understanding in my tardiness on some assignments and my crazy summer schedule.
- The class was well thought out and scheduled, which made planning easier. I felt I got a class online that was just as informative and consistent as an on campus course. Professor Buehler was always easy to reach and graded quickly but always gave proper feedback.
- Mr Buehler was an extremely respectful professor. He was able to explain the material well and his assignments made us do the readings, so I feel like I learned more from the readings.
- Dr. Buehler is a talented instructor who enriched my understanding and passion for comparative politics and political science as a whole. Throughout the course, Dr. Buehler was easy to contact and very supportive when I needed help understanding. Dr. Buehler is also an incredibly fast grader. He typically grades assignments within a few hours of submission, which is very helpful. I have learned so much in this course and look forward to taking future classes with Dr. Buehler!
- He's a really great professor! Efficient teaching style and super easy to access.
- He has been one of my favorite political science professors thus far. He provides quality feedback that lets me know what to do next time as for as corrections. He makes everything clear and concise so there is no confusion.

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- The content was excellent. We learned things that were relevant, useful, and truly interesting. The workload was very manageable.
- All of the assignments were beneficial and applicable to the course objectives. The assignments were well thought out and prepared with intention. Dr. Buehler also provided very constructive feedback on our graded assignments.
- The workload felt standard for a survey course condensed in the summer.
- Above average work load for a 200 level political science course but it was engaging enough where I didn't notice.

| | |
|--------|--------------------|
| 14 | Students Enrolled |
| 11 | Students Responded |
| 78.57% | Response Rate |

AE 345 (LEC-001): Aero Engr Instrumentat/Measur
 AMST 312 (LEC-001): Popular Culture/Amer Politics,
 AMST 312 (LEC-002): Popular Culture/Amer Politics,
 AMST 345 (LEC-301): Social Movements, ANTH 240
 (LEC-503): Human Anatomy, ANTH 240 (LEC-504):
 Human Anatomy, ARCH 496 (STD-001): Design IX:
 Provocations, ARCH 525 (LEC-501): Special Topics:
 Architecture, ASST 374 (LEC-501): Emerging
 Landscapes of E Asia, BCMB 401 (LEC-001):
 Biochemistry I, BCMB 401 (LEC-002): Biochemistry I,
 BME 345 (LEC-001): Biom Engr
 Instrumentat/Measur, BME 363 (LEC-001): System
 Dynamics, BME 529 (LEC-001): Appl Linear
 Algebra/Engr Syst, BME 529 (LEC-002): Appl Linear
 Algebra/Engr Syst, CE 556 (LEC-001): Traffic Crash
 Reconstru/Analys, CE 556 (LEC-002): Traffic Crash
 Reconstru/Analys, CHEM 130 (LEC-501): General
 Chemistry I, CHEM 130 (LEC-503): General
 Chemistry II, CHEM 130 (LEC-504): General
 Chemistry II, CHEM 359 (LAB-501): In-depth Organic
 Chemistry Lab, CHEM 359 (LAB-502): In-depth
 Organic Chemistry Lab, CHEM 359 (LAB-503): In-
 depth Organic Chemistry Lab, CNST 312 (LEC-001):
 Popular Culture/Amer Politics, CNST 312 (LEC-002):
 Popular Culture/Amer Politics, CNST 312 (LEC-003):
 Popular Culture/Amer Politics, COSC 130 (LL-501):
 Computer Organization, COSC 130 (LL-502):
 Computer Organization, COUN 480 (LEC-001): Skills
 for Counseling, COUN 504 (LEC-001): Special Topics,
 ECE 529 (LEC-002): Applicat Linear Alg/Engr Syst
 GEOG 374 (LEC-501): Emerging Landscapes of E Asia
 IE 529 (LEC-002): Appl Linear Algebra/Engr Syst, INSC
 572 (LEC-003): Young Adult Materials, INSC 572 (LEC-
 004): Young Adult Materials, KNS 422 (LEC-501):
 Biomechanics of Human Movement, KNS 422 (LL-
 503): Biomechanics of Human Movement, ME 345
 (LEC-001): Mech Engr Instrumentat/Measur, ME 363
 (LEC-001): System Dynamics, ME 391 (LEC-001):
 Engineering Analysis, ME 449 (LAB-001): Mechanical
 Engineering Lab, ME 529 (LEC-001): Appl Linear
 Algebra/Engr Syst, ME 529 (LEC-002): Appl Linear
 Algebra/Engr Syst, MEST 225 (LEC-501): Judaism,
 Christianity, Islam, MICR 210 (LL-502): Allied Health
 Microbiology, MICR 210 (LL-504): Allied Health
 Microbiology, MSE 529 (LEC-002): Appl Linear
 Algebra/Engr Syst, NE 529 (LEC-002): Applicat Linear
 Alg/Engr Syst, POLS 312 (LEC-001): Popular
 Culture/Amer Politics, POLS 312 (LEC-002): Popular
 Culture/Amer Politics, POLS 312 (LEC-003): Popular
 Culture/Amer Politics, POLS 463 (LEC-001): Contemp
 Middle East Politics, REST 225 (LEC-502): Judaism,
 Christianity, Islam, SOWK 385 (SEM-001): Field
 Seminar, SOWK 495 (SEM-001): Field Seminar III,
 SOWK 566 (LEC-502): Social/Cultural Aspects Aging,
 SOWK 566 (LEC-503): Social/Cultural Aspects Aging,
 SOWK 566 (LEC-504): Social/Cultural Aspects Aging,
 SPED 416 (LEC-501): Instrct Learn Disab/Other Diff,
 SPED 516 (LEC-501): Eff Inst/stdnts/Lrn Disabilities,
 SPED 516 (LEC-502): Eff Inst/stdnts/Lrn Disabilities,
 SPED 553 (LEC-501): Assess/Exceptional Students,
 SPED 553 (LEC-502): Assess/Exceptional Students,
 WGS 434 (LEC-001): Psychology of Gender

Summer Sem 2021 | Matthew Buehler

Quantitative

| <i>Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.</i> | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | <u>N</u> | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|-----------------------|-----------------|-------------------|------------------|-----------------|
| The instructor contributed to your understanding of course content. | 81.82% (9) | 18.18% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.39 | 4.82 |
| The instructor created an atmosphere that invited you to seek additional help. | 81.82% (9) | 9.09% (1) | 9.09% (1) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.62 | 4.73 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 90.91% (10) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 9.09% (1) | 11 | 0 | 0 | 5 |
| The instructor created a respectful and positive learning environment. | 72.73% (8) | 18.18% (2) | 0% (0) | 0% (0) | 0% (0) | 9.09% (1) | 11 | 0 | 0.4 | 4.8 |
| The instructor provided useful feedback on course assignments. | 81.82% (9) | 18.18% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.39 | 4.82 |
| The course challenged you to learn something new. | 100% (11) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0 | 5 |
| The class sessions were well organized. | 72.73% (8) | 18.18% (2) | 0% (0) | 9.09% (1) | 0% (0) | 0% (0) | 11 | 0 | 0.89 | 4.55 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 90.91% (10) | 9.09% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.29 | 4.91 |

| 14-15 | 16-17 | 18-19 | Under 2 20-21 | 2-3 22 or more | 4-5 | 6-7 | 8-9 | 10-11 | 12-13 | <u>N</u> | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|---|--------------|--------------|--------------------------|---------------------------|------------|------------|------------|--------------|--------------|-----------------|-------------------|------------------|-----------------|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | | | | | | | | | | | |
| | | | 0% (0) | 9.09% (1) | 45.45% (5) | 9.09% (1) | 9.09% (1) | 18.18% (2) | 9.09% (1) | | | | |
| | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | 11 | 0 | - | - |

| C- | D | F | A Satisfactory/ Passing | A- No Credit/Not Passing | B+ Incomplete | B I do not know what my grade will be | B- | C+ | C | <u>N</u> | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|---------------------------------------|----------|----------|--|---|--------------------------|--|-----------|-----------|----------|-----------------|-------------------|------------------|-----------------|
| The grade I expect in this course is: | | | | | | | | | | | | | |
| | | | 45.45% (5) | 27.27% (3) | 9.09% (1) | 9.09% (1) | 9.09% (1) | 0% (0) | 0% (0) | | | | |
| 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | | 11 | 0 | 1.31 | 2.09 |

| | My primary major | My sec- ondary major | My minor/cog- nate | My graduate certificate (graduate students only) | A general ed- ucation re- quirement (undergradu- ates only) | An Elective | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|--|-----------------------------|-------------------------------------|-----------------------------------|---|--|--------------------|-------------------|------------------|-----------------|
| In regards to your academic program/major, this course is for: | | | | | | | | | |
| | 72.73% (8) | 9.09% (1) | 0% (0) | 0% (0) | 18.18% (2) | 0% (0) | 0 | - | - |
| | | | | | | | | | 11 |

| | First-Year undergradu- ate | Sophomore | Junior | Senior | Graduate | Non-matric- ulating Student | <u>DNA</u> | <u>SD</u> | <u>M</u> |
|-----------------------------|---|------------------|---------------|---------------|-----------------|--|-------------------|------------------|-----------------|
| My class/year in school is: | | | | | | | | | |
| | 0% (0) | 0% (0) | 18.18% (2) | 81.82% (9) | 0% (0) | 0% (0) | 0 | - | - |
| | | | | | | | | | 11 |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- He is a great teacher. He obviously knows what he's talking about.
- Everything he assigned us was very well organized and made it easier for students to know what to do and when to do it as well as where to find it.
- This class was probably one of my favorite courses I have ever taken. The assignments were fair and extremely helpful as I was not forced to water down my writing or responses to stretch them out to a particular word count for a good grade. Dr. Buehler was the most responsive professor I have ever had and his feedback on assignments was very helpful to the furthering of my understanding of course topics. I would recommend Dr. Buehler and this class to anyone!
- A very informative class. I learned a lot on this subject.
- Honestly one of the best instructors I've ever had in my life.
- I appreciate how clear Dr. Buehler was on assignment requirements.
- The professor responded to every inquiry I had. He also graded my work faster than any of my other courses this summer, and he gave super helpful feedback on every assignment.
- None of the assignments are worth a lot of points, which seems like it makes the class low stress, but what it means is if you miss a single point, your grade will fall by a not insignificant amount. However, the assignments are all fairly easy if you actually do the work, so it isn't much of an issue. I haven't taken the final yet, but at the moment, I've missed a total of three points.
- Profesor Buehler is easily accessible by email and willing to elaborate on any questions from his students. I found his teaching style to be consistent and effective.
- I really enjoyed Professor Buehler's consideration for the pace of the class, it was spread out very evenly and really encouraged you to delve into the material before completing the assignments.
- Having assignments due in the morning makes it a little difficult to remember to submit them on time because they do not pop up as an assignment for the day before.. if that makes sense. Other than that, it was a great course

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- I really enjoyed this online class compared to some of the others I've taken online and the workload was very reasonable.
- Unlike many canvas setups, I found Prof. Buehler's to be organized and easy to navigate. The workload involves a decent amount of reading and two weekly papers which are short and to the point.
- Most of the readings are totally manageable, but there were a few which were EXTREMELY long
- I think the class has been very interesting and well-planned. I really enjoyed the overall atmosphere created despite it being an online course.
- The readings were really good! I enjoyed the readings, but they were long.
- It isn't very bad. Just read. Come on now.
- The lectures were very helpful and necessary to further understand the course content.
- The workload is pretty good and the history and information learned was really interesting. This class definitely gave me a different perspective on middle eastern politics and its history.
- I think it's a little ridiculous that we had to buy a book for one paper assignment.

POLS 410 (LEC-005): Spec Topics: Political Science, Read/Spec Prob: Political Sci

Spring Sem 2021 | Matthew Buehler

17 | Students Enrolled
16 | Students Responded
94.12% | Response Rate

Quantitative

| Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | N | DNA | SD | M |
|--|----------------|-----------|-----------|----------|-------------------|----------------|----|-----|------|------|
| The instructor contributed to your understanding of course content. | 93.75% (15) | 6.25% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0.24 | 4.94 |
| The instructor created an atmosphere that invited you to seek additional help. | 81.25% (13) | 6.25% (1) | 12.5% (2) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0.68 | 4.69 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 93.75% (15) | 6.25% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0.24 | 4.94 |
| The instructor created a respectful and positive learning environment. | 87.5% (14) | 12.5% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0.33 | 4.88 |
| The instructor provided useful feedback on course assignments. | 93.75% (15) | 6.25% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0.24 | 4.94 |
| The course challenged you to learn something new. | 100% (16) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0 | 5 |
| The class sessions were well organized. | 87.5% (14) | 12.5% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0.33 | 4.88 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 93.75% (15) | 6.25% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 16 | 0 | 0.24 | 4.94 |

| 14-15 | 16-17 | 18-19 | Under 20-21 | 2-3 22 or more | 4-5 | 6-7 | 8-9 | 10-11 | 12-13 | N | DNA | SD | M |
|---|-------|-------|-------------|----------------|------------|---------|-----------|-----------|--------|---|-----|----|---|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | | | | | | | | | | | |
| 0% (0) | | | 0% (0) | 12.5% (2) | 43.75% (7) | 25% (4) | 6.25% (1) | 12.5% (2) | 0% (0) | | | | |
| 0% (0) | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | 16 | 0 | - | - | |

| C- | D | F | A Satisfactory/ Passing | A- No Credit/Not Passing | B+ Incomplete | B I do not know what my grade will be | B- | C+ | C | N | DNA | SD | M |
|---------------------------------------|--------|--------|-------------------------|--------------------------|---------------|---------------------------------------|--------|--------|--------|---|------|------|---|
| The grade I expect in this course is: | | | | | | | | | | | | | |
| 0% (0) | 0% (0) | 0% (0) | 87.5% (14) | 6.25% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | | |
| 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6.25% (1) | | | 16 | 0 | 3.14 | 1.88 | |

| | My primary major | My secondary major | My minor/cognate | My graduate certificate (graduate students only) | A general education requirement (undergraduates only) | An Elective | DNA | SD | M |
|--|------------------|--------------------|------------------|--|---|-------------|-----|----|----|
| In regards to your academic program/major, this course is for: | | | | | | | | | |
| 50% (8) | 0% (0) | 25% (4) | 18.75% (3) | 0% (0) | 6.25% (1) | 0 | - | - | |
| | | | | | | | | | 16 |

| | First-Year undergraduate | Sophomore | Junior | Senior | Graduate | Non-matriculating Student | DNA | SD | M |
|-----------------------------|--------------------------|------------|------------|---------|----------|---------------------------|-----|----|----|
| My class/year in school is: | | | | | | | | | |
| 0% (0) | 12.5% (2) | 31.25% (5) | 31.25% (5) | 25% (4) | 0% (0) | 0 | - | - | |
| | | | | | | | | | 16 |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- Lectures were always very interesting and Dr. Buehler always made sure we understood the importance of each reading
- I really enjoyed the worksheets we did in class. I would enjoy it if you would provide an example along with the teams providing their ideas
- I enjoyed the discussion-based class and found I not only learned a lot from the material, but also from the extra discussion in class. No critiques about the teaching method.
- One of the only comments that I would make would be that after the first SP, provide feedback via Canvas for the second SP. I made the same mistake in my first two SP's and my grade was a 70! I was so stressed and almost dropped the course because I felt like I was not going to be able to understand. I appreciate that Dr. Buehler wants us to understand what the material is on our own because it has increased my knowledge tremendously but I think you could still do that if you just provided feedback via Canvas the first time. I care very much about my grades and I think that I work very hard so it was really stressful for me the first three weeks of class until I got my first good grade.
- watch out for calling students to answer some have fear of public speaking
- Dr. Buehler's teaching style dramatically enhanced my understanding of the course content. He integrates the material into the discussion well, and he makes sure that everybody is up to date on the readings. I enjoyed the simulations he made us do each class, and they really helped me to better conceptualize the various countries in the Middle East.
- Dr. Buehler's POLS 410 was definitely my favorite course of the semester. His lectures allowed room for informative discussions that provided a lot of clarity to difficult topics. He was also very productive with responding to emails. If I had a question, I knew I could depend on him responding within a couple of hours—even on the weekends. I hope I get to take a course with him again!
- Dr. Buehler doesn't just make you memorize material for an exam. He is focused on making sure his students legitimately understand the material.
- The class structure is very easy to follow and challenges students while pushing them to be better.

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- I think he could be a little more lax about permitting lap tops in class especially when there is a pandemic and people have more of their workloads on their laptops.
- Provide more specific requirements for the homework in the beginning.
- Dr. Buehler assigned a reasonable amount of work that enhanced my learning experience. The content was incredibly intriguing.
- Cut down on the volume of readings. I found that big parts of individual reading assignments could be ignored while still answering SP questions.
- The workload and content are both reasonable and manageable while simultaneously being incredibly informative.
- a lot of papers make a packet
- I think that I got more out of this class than any other class that I have taken at UTK. It helped confirm what I want to do as a career. Not only that, the way he makes you break down the readings has been insanely beneficial to my other courses. I am in a Research Methods course and feel like I learned more about how to read academic literature in this course! The only thing about technology is that printing all the materials can be costly on top of buying so many books. Many people still used their laptops and I personally didn't see a difference in the discussion but I also am not the instructor!
- This is not necessarily a problem for me because I'm in graduate school and don't have a social life, but I have overheard some of the undergraduate students expressing that the reading was a little much when paired with the other classwork that they had. No major critiques though. Great course and great material.
- I really enjoyed the nuclear policy back-casting simulation events throughout the course. I think that they really reinforced the key takeaways on why each country pursued some kind of nuclear program in the MENA. I understand that there were cover restrictions, but I would have enjoyed additional guest speakers during the semester. All of the books and articles for the class were really insightful. I know that I can speak for everyone in the class when I say that everyone enjoyed this class and considers it one of their favorite political science classes out of the entire department. I think that this class should be mandatory for nuclear engineering students (both undergrad and grad) and that this partnership would enhance the overall quality of the course.
- The way you broke down the readings was extremely helpful.

POLS 410 (LEC-005): Spec Topics: Political Science

Spring Sem 2020 | Matthew Buehler

12 | Students Enrolled
12 | Students Responded
100% | Response Rate

Quantitative

| <i>Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.</i> | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | N | DNA | SD | M |
|---|----------------|------------|------------|----------|-------------------|----------------|----|-----|------|------|
| The instructor contributed to your understanding of course content. | 83.33% (10) | 16.67% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0.37 | 4.83 |
| The instructor created an atmosphere that invited you to seek additional help. | 66.67% (8) | 25% (3) | 8.33% (1) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0.64 | 4.58 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 83.33% (10) | 16.67% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0.37 | 4.83 |
| The instructor created a respectful and positive learning environment. | 75% (9) | 8.33% (1) | 16.67% (2) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0.76 | 4.58 |
| The instructor provided useful feedback on course assignments. | 75% (9) | 16.67% (2) | 8.33% (1) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0.62 | 4.67 |
| The course challenged you to learn something new. | 100% (12) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0 | 5 |
| The class sessions were well organized. | 83.33% (10) | 16.67% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0.37 | 4.83 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 83.33% (10) | 16.67% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | 0.37 | 4.83 |

| 12-13 | 14-15 | 16-17 | Under 2 18-19 | 2-3 20-21 | 4-5 22 or more | 6-7 | 8-9 | 10-11 N | DNA | SD | M |
|---|-------|-------|------------------|--------------|-------------------|------------|------------|------------|-----|----|---|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | 0% (0) | 0% (0) | 41.67% (5) | 33.33% (4) | 16.67% (2) | 8.33% (1) | | | |
| | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 12 | 0 | - |

| C | C- | D | A F | A- Satisfactory/ Passing | B+ No Credit/Not Passing | B Incomplete | B- I do not know what my grade will be | C+ N | DNA | SD | M |
|---------------------------------------|--------|--------|------------|--------------------------------|--------------------------------|-----------------|--|---------|-----|------|-----|
| The grade I expect in this course is: | | | 41.67% (5) | 25% (3) | 16.67% (2) | 0% (0) | 0% (0) | 0% (0) | | | |
| 0% (0) | 0% (0) | 0% (0) | 0% (0) | 8.33% (1) | 0% (0) | 0% (0) | 8.33% (1) | 12 | 0 | 4.13 | 3.5 |

| | My primary major | My secondary major | My minor/cogna te | My graduate certificate (graduate students only) | A general education requirement (undergradu ates only) | An Elective N | DNA | SD | M |
|--|---------------------|-----------------------|----------------------|--|--|------------------|---------|----|---|
| In regards to your academic program/major, this course is for: | | | | | | | 25% (3) | | |
| | | | | | | | 12 | 0 | - |

| | First-Year undergradua te | Sophomore | Junior | Senior | Graduate | Non- matriculatin g Student N | DNA | SD | M |
|-----------------------------|---------------------------------|-----------|--------|--------|----------|--|--------|----|---|
| My class/year in school is: | | | | | | | 0% (0) | | |
| | | | | | | | 12 | 0 | - |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- He is very strict on his rules such as if you miss class the only way he will accept your homework for the day is with a doctor's note. While I understand his reasoning behind it, it can be a bit overkill.
- Dr. Buehler had an organized style of teaching that he would follow each class period. While we would sometimes fall behind on going over readings, he always tried to get us back on course when he could.
- The instructor was very organized, made the material interesting and created an environment where you wanted to learn.
- The discussion style of the class after doing the readings is extremely helpful and the SPs were great for learning the material. Very accessible professor.
- I felt like the professor was engaging with his Socratic discussion teaching method, and challenged me to participate more and delve into the readings for the necessary details.
- No complaints, clearly knew the material he was teaching, had read the required reading himself, and was invested in creating conversation between the students on the topic. His excitement and energetic nature is somewhat off putting at first, but I don't think it would have been possible to deal with a 3 hour class without it. Don't give in on the no laptops/phones rule. It really does matter a lot, people can't help but get distracted
- Dr. Buehler was very knowledgeable and taught his class well.
- He was nice, I didn't like the no computers whatsoever rule, but I get it. I mainly didn't like spending \$5-10 a week on printing out all the readings
- I like Dr. Buehler a lot and enjoyed his class very much. He was very approachable and I could tell he cares about our learning.
- Overall a great teacher, my only problem was when someone was sick you just kinda shooed him away and told him to go get a sick note to excuse him from class. He shouldn't have come to class but you didn't give him a chance to at least turn in his SP. Secondly, sometimes the questions asked about the readings were super specific and we can't afford to print off all of the articles.

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- Some of the articles felt either repetitive or downright bad. Schwedler 2014 was not a well-written article. Also overall there seemed to be too much reading, I liked the articles picked but maybe go through and pick out the most important pages to read.
- It seemed like at times the amount of reading to complete was excessive. Most of it was beneficial and helped my learning, but I know that I and many other people in my class felt overwhelmed by the amount of reading to complete each week.
- I didn't like all the reading, but I understand that they were kind of necessary, so I get it
- I think that the workload was fair and that the meetings with outside experts was really helpful.
- Somewhat light reading some weeks, heavy others; but nothing impossible. As mentioned before, he's clearly read the material, but sometimes the page numbers to read don't match up with the PDF page count or the numbers on the pages themselves. Probably different book editions, but would suggest a redoing of the page numbers based on the uploaded PDFs In addition, the JCPOA reading requirements could really be revised to include chapter numbers, as the PDF format doesn't match up in pages with the physical copy. -starts 12 pages early, each pdf page is shorter than the physical I think. Obeidi and Kinzer were great. Keep them please!
- For most weeks, I struggled to complete all of the readings. Even when I completed the readings, I couldn't get full credit on the writing assignments that accompanied them. I would recommend that the professor lessen the amount of content that we have to read each week.
- Use more maps and images when going over stuff. It helps one get into the mindset.
- Sometimes the workload was a little too much when trying to balance out a full schedule. While I know the class was also designed to hold some Graduate students, sometimes it felt like he did not understand how much work other classes were giving us as well.
- Some of the more data heavy articles were rough to read. Honestly, if he gave us the first weeks reading prior to the first day of class that would be awesome, considering it was either 6 or 7 articles we had to go through.

Is there any feedback you would like to provide about the instructor's transition of this specific course to remote/online learning? -

- I would not recommend this course to anyone if it moved to a fully online format merely because the face to face discussion makes this class more enjoyable and for some reason the information is easier to retain that way. too many potential distractions with online learning.
- He did a great job at transitioning us to an online forum and repeatedly told us when he would be available if we needed any extra help.
- No, the transition was smooth and the professor was very easy to work with in terms of adjusting to remote.
- The instructor handled the transition extremely well and everything went very smooth.
- Almost seamless. Would have appreciated getting corrected SPs back. Also transition to online brought in computers to the class, which distracted.
- I think the transition went very well.
- the fact that the course was 3 hours was hard enough when we were in class, but paying attention for 3 straight hours at my computer was difficult. I wish the class had moved to shorter sections or maybe have a 20-minute break in the middle
- Dr. Buehler did a good job transitioning online, but the online zoom classes went on very long, longer than the in person classes did.
- What he did was fine. Especially given the circumstances.

Compared to your prior experiences during face-to-face sessions in this specific course, how did the transition to an online/remote environment impact your ability to learn the material in this specific course? -

- I struggled finding motivation to complete the readings and prepare for the exam and class simulation. I think there should have been a bigger change in end of course assignments and exams than simply transitioning them online. Additionally, since our last in-class exam is open book, Dr. Buehler said he would grade it more strictly. While this is a valid point for a normal situation, I think he should have considered that even though the exam is open book doesn't mean we will do much better because I have many more things to stress about now after losing my job and having to self-isolate.
- the transition wasn't too bad
- I don't think the online transition impacted my ability to learn this material.
- The course is mostly reading and discussion, so it was not too hampered. Online doesn't allow for the level of engagement face-to-face has though. Would suggest using discord, better than zoom in every way.
- Thankfully the discussion style of the face-to-face sessions that the professor used was easy to replicate on Zoom so I wouldn't say it hindered the course.
- Hard to focus on the screen for long class with no breaks
- I actually felt more comfortable learning the material in the online environment as I was able to answer more questions, and felt like more individuals could interact with the professor during the zoom sessions. I thought the professor would let certain individuals dominate the conversation during in-person classes and not allow other individuals to delve into the necessary details of the course content.
- It was a little difficult since we were not able to meet in class to go over the summary writings each week (since we couldn't get our own work back with comments).
- My motivation to sit in front of a computer for roughly 3 hours was at an all time low.

POLS 410 (LEC-005): Spec Topics: Political Science, POLS 595 (LEC-001): Read/Spec Prob: Political Sci

11 | Students Enrolled
11 | Students Responded
100% | Response Rate

Spring Sem 2019 | Matthew Buehler

Quantitative

| <i>Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.</i> | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | N | DNA | SD | M |
|---|----------------|------------|-----------|-----------|-------------------|----------------|----|-----|------|------|
| The instructor contributed to your understanding of course content. | 90.91% (10) | 9.09% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.29 | 4.91 |
| The instructor created an atmosphere that invited you to seek additional help. | 54.55% (6) | 45.45% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.5 | 4.55 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 100% (11) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0 | 5 |
| The instructor created a respectful and positive learning environment. | 72.73% (8) | 18.18% (2) | 0% (0) | 9.09% (1) | 0% (0) | 0% (0) | 11 | 0 | 0.89 | 4.55 |
| The instructor provided useful feedback on course assignments. | 72.73% (8) | 18.18% (2) | 9.09% (1) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.64 | 4.64 |
| The course challenged you to learn something new. | 90.91% (10) | 9.09% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.29 | 4.91 |
| The class sessions were well organized. | 81.82% (9) | 18.18% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0.39 | 4.82 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 100% (11) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 11 | 0 | 0 | 5 |

| 12-13 | 14-15 | 16-17 | Under 2 18-19 | 2-3 20-21 | 4-5 22 or more | 6-7 | 8-9 | 10-11 N | DNA | SD | M |
|---|-------|-------|------------------|--------------|-------------------|------------|--------|------------|-----|----|---|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | 0% (0) | 27.27% (3) | 27.27% (3) | 45.45% (5) | 0% (0) | 0% (0) | | | |
| | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | |
| | | | | | | | | | 11 | 0 | - |

| C | C- | D | A F | A- Satisfactory/ Passing | B+ No Credit/Not Passing | B Incomplete | B- I do not know what my grade will be | C+ N | DNA | SD | M |
|---------------------------------------|----|---|----------------------|--------------------------------|--------------------------------|----------------------|--|--------------|-----|------|---|
| The grade I expect in this course is: | | | 54.55% (6) 0% (0) | 9.09% (1) 0% (0) | 9.09% (1) 0% (0) | 18.18% (2) 0% (0) | 0% (0) 9.09% (1) | 0% (0) 11 | 0 | 3.67 | 3 |

| | My primary major | My secondary major | My minor/cogna te | My graduate certificate (graduate students only) | A general education requirement (undergradu ates only) | An Elective N | DNA | SD | M |
|--|---------------------|--------------------------|-------------------------|--|--|------------------|-----|----|---|
| In regards to your academic program/major, this course is for: | 76.92% (10) | 0% (0) | 0% (0) | 15.38% (2) | 0% (0) | 7.69% (1) 13 | 0 | - | - |

| | First-Year undergradua te | Sophomore | Junior | Senior | Graduate | Non- matriculatin g Student N | DNA | SD | M |
|-----------------------------|---------------------------------|-----------|------------|------------|------------|--|-----|----|---|
| My class/year in school is: | 0% (0) | 9.09% (1) | 18.18% (2) | 45.45% (5) | 27.27% (3) | 0% (0) 11 | 0 | - | - |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- His teaching style is actually pretty neat! He challenges you but is also understanding of one's situation and current level of comprehension in terms of the materials made to read and also the term paper. Methodology is not my strong-suit but he was there to guide me when possible.
- Dr. Buehler is truly a fine professor. You learn a lot, and he pushes you far. He is an exceptional educator and researcher and I really value working with him. However, he displays an air of arrogance that is a bit unhealthy. I feel as though he creates an environment where students have an obligation to stand out in order to get some sort of approval from him. While that's not true, and he gives good feedback and cares about you individually (and he really did care about my progress in a personal and truly wonderful manner), I really feel as though he could stand to be a bit more humble in class and try to reinforce a more casual, comfortable classroom atmosphere where students feel comfortable making mistakes and learning. Otherwise, very accessible via email and after class.
- Excellent Professor, great questions, great dynamism, humorous. Perfect combination! 10/10.
- Dr. Buehler can be slightly intimidating when asking for additional help and meeting outside of class. Also, class was oftentimes sidetracked by questions and conversations that weren't relevant to the material being discussed.
- I loved the discussion oriented class sessions, and think that his attitude makes the class as enjoyable as it is! If someone other than him were teaching a 3hr. class, don't think it would be as enjoyable or manageable!
- Dr. Buehler's teaching style is by far one of the best I have experienced during my time as a student at UT. His classes are full of lively discussion and Dr. Buehler provides thought-provoking insights at the right moments. He is extremely knowledgeable about the class topics and I have never felt that he does not care about what he is teaching. Since we wrote a very long paper for this class, Dr. Buehler was helpful when it came to feedback and recommendations.
- n/a
- Professor Buehler has a great teaching style. It's the perfect balance for students to feel like they have someone they can come to about issues as well as someone to teach them new things. Great professor.
- The way the class is taught like a graduate course I really liked.
- Very well taught class on an interesting topic, very knowledgeable.
- I really liked the discussion based atmosphere - it encouraged me to actually do the readings beforehand.

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- Some weeks there were a LOT of readings that had to be done that were impossible to do without skimming
- Good workload and great guidance during in class discussions.
- The readings were so interesting that I really did not mind reading all of them. Especially the books.
- Great professor. Equal amounts of work for the class level and type, but the workload is absolutely manageable if you come to class every session.
- n/a
- This class is innovative because weekly speakers enhance the material learned in class. This class is invaluable to the comprehensive curriculum offered by the Political Science Department.
- Workload is heavy, but makes you feel confident about what you learned come the end of the semester! Love the class structure and readings!
- It was difficult, writing a manuscript in 3 months for publishing is unbelievably difficult, however, it was honestly a great educational experience for me. I'm really grateful for the experience. Large workload, large payoff.
- The course is unbelievable in terms of all of the world-known leaders in the areas of nuclear, international relations, diplomacy, and conflict. Absolutely amazing as a professor and I appreciate him as an individual.

POLS 410 (LEC-003): Spec Topics: Political Science

Spring Sem 2018 | Matthew Buehler

14 | Students Enrolled
13 | Students Responded
92.86% | Response Rate

Quantitative

| <i>Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.</i> | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | N | DNA | SD | M |
|---|----------------|------------|------------|-----------|-------------------|----------------|----|-----|------|------|
| The instructor contributed to your understanding of course content. | 76.92% (10) | 15.38% (2) | 7.69% (1) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 0.61 | 4.69 |
| The instructor created an atmosphere that invited you to seek additional help. | 76.92% (10) | 7.69% (1) | 15.38% (2) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 0.74 | 4.62 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 76.92% (10) | 15.38% (2) | 7.69% (1) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 0.61 | 4.69 |
| The instructor created a respectful and positive learning environment. | 69.23% (9) | 23.08% (3) | 7.69% (1) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 0.62 | 4.62 |
| The instructor provided useful feedback on course assignments. | 53.85% (7) | 23.08% (3) | 15.38% (2) | 7.69% (1) | 0% (0) | 0% (0) | 13 | 0 | 0.97 | 4.23 |
| The course challenged you to learn something new. | 84.62% (11) | 15.38% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 0.36 | 4.85 |
| The class sessions were well organized. | 84.62% (11) | 7.69% (1) | 7.69% (1) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 0.58 | 4.77 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 84.62% (11) | 15.38% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 0.36 | 4.85 |

| 12-13 | 14-15 | 16-17 | Under 2 18-19 | 2-3 20-21 | 4-5 22 or more | 6-7 | 8-9 | 10-11 N | DNA | SD | M |
|---|-------|-------|------------------|--------------|-------------------|------------|------------|------------|-----|----|---|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | | | | | | | | | |
| 0% (0) | | | 0% (0) | 23.08% (3) | 30.77% (4) | 15.38% (2) | 23.08% (3) | 7.69% (1) | | | |
| 0% (0) | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | |
| | | | | | | | | 13 | 0 | - | - |

| C | C- | D | A F | A- Satisfactory/ Passing | B+ No Credit/Not Passing | B Incomplete | B- I do not know what my grade will be | C+ N | DNA | SD | M |
|---------------------------------------|--------|--------|------------|--------------------------------|--------------------------------|-----------------|--|---------|-----|------|------|
| The grade I expect in this course is: | | | | | | | | | | | |
| 0% (0) | 0% (0) | 0% (0) | 46.15% (6) | 15.38% (2) | 23.08% (3) | 0% (0) | 15.38% (2) | 0% (0) | | | |
| | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 13 | 0 | 1.42 | 2.23 |

| | My primary major | My secondary major | My minor/cogna te | My graduate certificate (graduate students only) | A general education requirement (undergradu ates only) | An Elective N | DNA | SD | M |
|--|---------------------|-----------------------|----------------------|--|--|------------------|-----|----|---|
| In regards to your academic program/major, this course is for: | | | | | | | | | |
| | 62.5% (10) | 18.75% (3) | 6.25% (1) | 0% (0) | 0% (0) | 12.5% (2) | | | |
| | | | | | | 16 | 0 | - | - |

| | First-Year undergradua te | Sophomore | Junior | Senior | Graduate | Non- matriculatin g Student N | DNA | SD | M |
|-----------------------------|---------------------------------|-----------|------------|------------|----------|--|-----|----|---|
| My class/year in school is: | | | | | | | | | |
| | 0% (0) | 7.69% (1) | 61.54% (8) | 30.77% (4) | 0% (0) | 0% (0) | | | |
| | | | | | | 13 | 0 | - | - |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- Very Enthusiastic, made a point to know everyone's name, easy to discuss certain topics with, not afraid to call you out for unsound logic in your explanation of a topic
- Buehler is very smart, but I feel that he didn't really teach us anything. I learned everything from talking to classmates or the readings, which were the center of the class.
- This was hands down one of the best courses I have ever taken at the University. The readings were interesting and heavily contributed to knowledge of the class. I was never bored while doing a reading and was genuinely interested in the material. Dr. Buehler did a fantastic job at making sure he never tricked us. He wanted us to learn the information. A great guy, great conversations, give him a raise.
- I think that the structure of the class could've been different in that the graduate students could've been asked about their project at the end of class or a different time instead of utilizing 45 minutes of the class for the undergraduate students to not understand what was going on, especially when some of the students if not most have no desire to go to grad school.
- Discussion holds students accountable for doing the reading. Not cool that you assigned a summary paper on the day of the exam, but it pushed me to prepare for the exam earlier.
- It would have been nice to receive our summary papers back in class once they are graded. That way we can learn from our mistakes without having to seek you out in your office.
- I like the set up of the course, It might have been a lot of reading, but the discussions were plentiful due to that
- He had a great understanding and knowledge of the material he covered that allowed to class to learn alot more than I would have expected.
- No, it was great and very well organized as well as exciting.
- This class was a glorified nuclear policy book club. While it was insightful and fun, it could still be improved. One way to improve it is to add a paper for undergrads to publish. Having more time for the final essay exam would be helpful too.
- This was perhaps the best organized course I have taken throughout my entire undergraduate education. The classes were organized to garner a more rounded understanding of course material, engage students, and foster dialogue that encouraged new ideas. The professor challenges your ideas in an engaging way, and is accessible to his students if they need him. The course was designed to give success for those that actively worked to understand, learn, and engage in course concepts.

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- This course has been incredible. It has profoundly impacted my understanding of nuclear policy and Middle Eastern policy, coming from a baseline of relatively no nuclear knowledge. The workload and pacing of the class was intense but manageable and every reading was necessary, and impactful to my understanding.
- I wish that the undergrads would have been able to try to publish an academic paper for the experience and to help them in pursuing grad school.
- The guest lectures were great.
- This was hands down the hardest political science course I've taken. The class is structured in such a rigorous way that develops a students analytic capability. UT needs more courses like this. Also, there is great prestige surrounding the topic itself, but also its partnership with Oak Ridge. I will be putting on my resume that I took this class.
- I enjoyed the no technology policy because it encouraged me to engage in class discussions and print out the material and bring it to class which helped me reference it in class discussion. While I think that the workload was a little bit much sometimes with the readings, it was just challenging enough and I appreciated the reading.
- Honestly, I felt like everything was great! The readings were necessary and the course load wasn't too heavy.
- Too centered on the readings rather than the concepts and general subject of the class.
- A lot of reading, but worth it for the amount required

POLS 595 (LEC-001): Read/Spec Prob: Political Sci

Spring Sem 2018 | Matthew Buehler

7 | Students Enrolled
6 | Students Responded
85.71% | Response Rate

Quantitative

| <i>Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.</i> | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | N | DNA | SD | M |
|---|----------------|------------|---------|----------|-------------------|----------------|---|-----|------|------|
| The instructor contributed to your understanding of course content. | 83.33% (5) | 16.67% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0.37 | 4.83 |
| The instructor created an atmosphere that invited you to seek additional help. | 66.67% (4) | 33.33% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0.47 | 4.67 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 83.33% (5) | 16.67% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0.37 | 4.83 |
| The instructor created a respectful and positive learning environment. | 66.67% (4) | 33.33% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0.47 | 4.67 |
| The instructor provided useful feedback on course assignments. | 100% (6) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0 | 5 |
| The course challenged you to learn something new. | 83.33% (5) | 16.67% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0.37 | 4.83 |
| The class sessions were well organized. | 100% (6) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0 | 5 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 100% (6) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 0 | 5 |

| 12-13 | 14-15 | 16-17 | Under 2 18-19 | 2-3 20-21 | 4-5 22 or more | 6-7 | 8-9 | 10-11 N | DNA | SD | M |
|---|-------|-------|------------------|--------------|-------------------|------------|------------|------------|-----|----|---|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | | | | | | | | | |
| 0% (0) | | | 0% (0) | 16.67% (1) | 50% (3) | 16.67% (1) | 16.67% (1) | 0% (0) | | | |
| 0% (0) | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | |
| | | | | | | | | 6 | 0 | - | - |

| C | C- | D | A F | A- Satisfactory/ Passing | B+ No Credit/Not Passing | B Incomplete | B- I do not know what my grade will be | C+ N | DNA | SD | M |
|---------------------------------------|--------|--------|------------|--------------------------------|--------------------------------|-----------------|--|---------|-----|------|------|
| The grade I expect in this course is: | | | | | | | | | | | |
| 16.67% (1) | 0% (0) | 0% (0) | 66.67% (4) | 0% (0) | 0% (0) | 0% (0) | 16.67% (1) | 0% (0) | | | |
| | | | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 6 | 0 | 2.43 | 2.67 |

| | My primary major | My secondary major | My minor/cogna te | My graduate certificate (graduate students only) | A general education requirement (undergradu ates only) | An Elective N | DNA | SD | M |
|--|---------------------|-----------------------|----------------------|--|--|------------------|-----|----|---|
| In regards to your academic program/major, this course is for: | | | | | | | | | |
| | 28.57% (2) | 0% (0) | 14.29% (1) | 0% (0) | 0% (0) | 57.14% (4) | | | |
| | | | | | | 7 | 0 | - | - |

| | First-Year undergradua te | Sophomore | Junior | Senior | Graduate | Non- matriculatin g Student N | DNA | SD | M |
|-----------------------------|---------------------------------|-----------|--------|--------|----------|--|-----|----|---|
| My class/year in school is: | | | | | | | | | |
| | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 100% (6) | 0% (0) | | | |
| | | | | | | 6 | 0 | - | - |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- The professor asked all graduate students to submit a term paper to a journal at the end of the semester and I found it is very useful- since I am a graduate student, publication really matters. In that regard, this course is very useful and helpful. It was not easy from the beginning but he pushed students from the beginning that it was great. Thanks, Professor Buehler.
- I loved how independent he made the class for graduate students. Really pushed me
- The standard office hours are not the most welcoming time, but Dr. Buehler responded to all emails promptly and scheduled different windows for individual office appointments.
- He was very important in the development of this course. I believe that he makes this material very interesting and engaging while still challenging the students.

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- I really enjoyed the classroom discussions and reading. I didn't feel like the workload was too much
- I thought that the paper was a fantastic assignment for the graduate class. It provided exposure to writing full-length journal articles and will (hopefully) go to a journal.
- The workload was fair.
- I really enjoyed the guest speakers

MEST 463 (LEC-001): Contemp Middle East Politics, POLS 463 (LEC-001): Contemp Middle East Politics

Fall Sem 2018 | Matthew Buehler

24 | Students Enrolled
24 | Students Responded
100% | Response Rate

Quantitative

| Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable. | | | | | | | N | DNA | SD | M |
|--|-------------|------------|-----------|-------------------|----------------|-----------|----|-----|------|------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Not Applicable | | | | | |
| The instructor contributed to your understanding of course content. | 79.17% (19) | 16.67% (4) | 4.17% (1) | 0% (0) | 0% (0) | 0% (0) | 24 | 0 | 0.52 | 4.75 |
| The instructor created an atmosphere that invited you to seek additional help. | 58.33% (14) | 25% (6) | 12.5% (3) | 4.17% (1) | 0% (0) | 0% (0) | 24 | 0 | 0.86 | 4.38 |
| The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours). | 66.67% (16) | 25% (6) | 4.17% (1) | 0% (0) | 0% (0) | 4.17% (1) | 24 | 0 | 0.56 | 4.65 |
| The instructor created a respectful and positive learning environment. | 79.17% (19) | 12.5% (3) | 4.17% (1) | 4.17% (1) | 0% (0) | 0% (0) | 24 | 0 | 0.75 | 4.67 |
| The instructor provided useful feedback on course assignments. | 54.17% (13) | 37.5% (9) | 4.17% (1) | 4.17% (1) | 0% (0) | 0% (0) | 24 | 0 | 0.76 | 4.42 |
| The course challenged you to learn something new. | 83.33% (20) | 12.5% (3) | 4.17% (1) | 0% (0) | 0% (0) | 0% (0) | 24 | 0 | 0.5 | 4.79 |
| The class sessions were well organized. | 70.83% (17) | 25% (6) | 4.17% (1) | 0% (0) | 0% (0) | 0% (0) | 24 | 0 | 0.55 | 4.67 |
| The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course. | 83.33% (20) | 8.33% (2) | 8.33% (2) | 0% (0) | 0% (0) | 0% (0) | 24 | 0 | 0.6 | 4.75 |

| 20-21 | 22 or more | Under 2 | 2-3 | 4-5 | 6-7 | 8-9 | 10-11 | 12-13 | 14-15 | 16-17 | N | 18-19 | DNA | SD | M |
|---|------------|------------|---------|------------|-----------|--------|--------|--------|--------|-----------|----|-------|-----|----|---|
| On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)? | | | | | | | | | | | | | | | |
| 4.17% (1) | 8.33% (2) | 33.33% (8) | 25% (6) | 20.83% (5) | 4.17% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 4.17% (1) | | | | | |
| 0% (0) | 0% (0) | | | | | | | | | | 24 | 0 | - | - | |

| Satisfactory/ Passing | No Credit/Not Passing | Incomplete | A I do not know what my grade will be | A- | B+ | B | B- | C+ | C | C- | D | N | F | DNA | SD | M |
|---------------------------------------|-----------------------|------------|---------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----|--------|------|------|---|
| The grade I expect in this course is: | | | | | | | | | | | | | | | | |
| 54.17% (13) | 16.67% (4) | 12.5% (3) | 16.67% (4) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | 0% (0) | | | |
| 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | | | | | | | 24 | 0 | 1.15 | 1.92 | |

| | My primary major | My secondary major | My minor/cognate | My graduate certificate (graduate students only) | A general education requirement (undergraduates only) | An Elective | N | DNA | SD | M |
|---|------------------|--------------------|------------------|--|---|-------------|----|-----|----|---|
| In regards to your academic program/major, this course is for: | 66.67% (18) | 14.81% (4) | 18.52% (5) | 0% (0) | 0% (0) | 0% (0) | 27 | 0 | - | - |

| | First-Year undergraduate | Sophomore | Junior | Senior | Graduate | Non-matriculating Student | N | DNA | SD | M |
|------------------------------------|--------------------------|-----------|-----------|-------------|-----------|---------------------------|----|-----|----|---|
| My class/year in school is: | 0% (0) | 0% (0) | 12.5% (3) | 83.33% (20) | 4.17% (1) | 0% (0) | 24 | 0 | - | - |

Qualitative

Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)? -

- Very engaging
- I really enjoyed doing the summary papers. I would suggest not starting off with Lewis, Gabriel, and Kuran and start off with something less controversial because that started off my impression of the class poorly.
- The class structure facilitated conversation and if the class wasn't discussion-based, and we weren't held accountable for our readings, I would've learned far less.
- the entire course was very nice.
- no
- Dr. Buehler is the most transparent professor I've ever had. He cares more about you understanding the material than anything and assigns interesting articles to contribute to that. He isn't a traditional lecturer and he relies more on class discussion, which I really appreciate. I wasn't a huge fan of the group project because there's always people in the group who don't do anything and rely on the few to carry the masses. Other than that, awesome class!
- I like his teaching style, but I think he allows the class to get too off topic too often, which makes it difficult to learn the actual material that will be on the exam.
- I absolutely loved the layout of this class. The instructor told us up front what his expectations were not only for the course as a whole, but also for each assignment and the format of the course was extremely consistent so there were no surprises.
- Wonderful class. Dr. Buehler is really knowledgeable on the subject that he teaches. This course is so informative of the Middle East and is taught so well. The in-class discussions really helped me to understand the readings done outside of class.
- This is the second time I have had this instructor, and this instructor is precisely the type of instructor that inspires me to continue my education and for the future of education at UT. He provides a challenging yet facilitating learning environment that encourages you to succeed, learn, and improve as a student.
- After having Dr. Buehler twice now I can honestly say that he is an amazing professor and his teaching style is constructive for learning. He pushes us to actually learn the material and what I have learned in all the classes with him has actually applied to my future career.
- great professor, very intelligent and good at teaching. makes learning very interesting.
- He is a great instructor but intimidating at times.
- Dr. Buehler structures his class in a way that is great for group discussion which is my favorite teaching style and the best way to learn.
- N/a
- I like it very much! Very discussion based and it allows everyone to engage.

Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

- No, it was perfect
- N/a
- a great class overall.
- The workload is heavy, but he directly told us of this multiple times at the beginning of the semester.
- no
- Outline SP's at the end of class
- Everything was really great. One of the best courses I have taken.
- I think the readings were challenging, but necessary and no complaints about content or accessibility!
- The format was pretty good.

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M N |
|--|-----------|-----------|--------|--------|--------|-----------|-----|------|----------|
| The course as a whole was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| The course content was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| The instructor's contribution to the course was: | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.49 | 4.6 5 |
| The instructor's effectiveness in teaching the subject matter was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Course organization was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Clarity of instructor's voice was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M N |
|---|-----------|-----------|--------|--------|--------|-----------|-----|------|----------|
| Explanations by instructor were: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Instructor's ability to present alternative explanations when needed was: | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.49 | 4.6 5 |
| Instructor's use of examples and illustrations was: | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.4 | 4.8 5 |
| Quality of questions or problems raised by instructor was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Students confidence in instructor's knowledge was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Instructor's enthusiasm was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M N |
|---|-----------|-----------|---------|---------|--------|-----------|-----|------|----------|
| Encouragement given students to express themselves was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Answers to student questions were: | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.4 | 4.8 5 |
| Availability of extra help when needed was: | 60% (3) | 0% (0) | 20% (1) | 20% (1) | 0% (0) | 0% (0) | 0 | 1.26 | 4 5 |
| Use of class time was: | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.4 | 4.8 5 |
| Instructor's interest in whether students learned was: | 80% (4) | 0% (0) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.8 | 4.6 5 |
| Amount you learned in the course was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M |
|--|------------------|------------------|-------------|-------------|-------------|------------------|------------|-----------|----------|
| Relevance and usefulness of course content were: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Evaluative and grading techniques (tests, papers, projects, etc.) were: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |
| Reasonableness of assigned work was: | 100% (4) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 4 |
| Clarity of student responsibilities and requirements was: | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0 | 5 5 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|---|--------------------|----------|----------|----------------|----------|-------------|------------|-----------|----------|
| | | | | | | N | | | |
| For each of the following questions, please rate this course relative to other college courses which you have taken. | 25% (1) 0% (0) | 50% (2) | 0% (0) | 25% (1) | 0% (0) | 0% (0) 4 | 0 | 1.09 | 4.75 |
| Do you expect your grade in this course to be: | | | | | | | | | |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|--|--------------------|----------|----------|----------------|----------|-------------|------------|-----------|----------|
| | | | | | | N | | | |
| The intellectual challenge presented was: | 40% (2) 0% (0) | 40% (2) | 20% (1) | 0% (0) | 0% (0) | 0% (0) 5 | 0 | 0.75 | 5.2 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|---|--------------------|----------|----------|----------------|----------|-------------|------------|-----------|----------|
| | | | | | | N | | | |
| The amount of effort you put into this course was: | 80% (4) 0% (0) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) 5 | 0 | 0.4 | 5.8 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|--|--------------------|----------|----------|----------------|----------|-------------|------------|-----------|----------|
| | | | | | | N | | | |
| The amount of effort to succeed in this course was: | 20% (1) 0% (0) | 60% (3) | 20% (1) | 0% (0) | 0% (0) | 0% (0) 5 | 0 | 0.63 | 5 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|--|--------------------|----------|----------|----------------|----------|-------------|------------|-----------|----------|
| | | | | | | N | | | |
| Your involvement in this course (doing assignments, attending classes, etc.) was: | 60% (3) 0% (0) | 40% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) 5 | 0 | 0.49 | 5.6 |

| 12-13 | 14-15 | 16-17 | Under 2 18-19 | 2-3 20-21 | 4-5 22 or more | 6-7 | 8-9 | 10-11 | DNA | SD | M |
|--|--------------|--------------|--------------------------------|----------------------------|---------------------------------|-------------------|-------------------|------------------|------------|-----------|----------|
| | | | | | | | | N | | | |
| On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other related course work? | | | 0% (0) 0% (0) | 20% (1) 0% (0) | 20% (1) 0% (0) | 20% (1) 0% (0) | 40% (2) 0% (0) | 0% (0) 0% (0) | | | |
| | | | | | | | | 5 | 0 | - | - |

| 12-13 | 14-15 | 16-17 | Under 2 18-19 | 2-3 20-21 | 4-5 22 or more | 6-7 | 8-9 | 10-11 | DNA | SD | M |
|--|--------------|--------------|--------------------------------|----------------------------|---------------------------------|-------------------|-------------------|------------------|------------|-----------|----------|
| | | | | | | | | N | | | |
| From the total average hours above, how many do you consider were valuable in advancing your education? | | | 0% (0) 0% (0) | 20% (1) 0% (0) | 20% (1) 0% (0) | 20% (1) 0% (0) | 40% (2) 0% (0) | 0% (0) 0% (0) | | | |
| | | | | | | | | 5 | 0 | - | - |

| F | Satisfactory | No Credit | A Other | B+ | B | C+ | C | D | DNA | SD | M |
|--|---------------------|------------------|--------------------------|-----------|----------|-----------|----------|----------|------------|-----------|----------|
| | | | | | | | | N | | | |
| The grade I expect in this course is: | | | 80% (4) 0% (0) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | |
| | | | | | | | | 5 | 0 | - | - |

| | In my major | In my minor | A distribution requirement | An elective | Other | DNA | SD | M |
|---|-------------|-------------|----------------------------|-------------|--------|-----|----|--------|
| In regard to your academic program, this course is: | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | 0 | - | - 5 |

| | Freshman | Sophomore | Junior | Senior | Graduate | Other | DNA | SD | M |
|--------------|----------|-----------|--------|---------|----------|-------------|-----|----|---|
| My class is: | 0% (0) | 20% (1) | 0% (0) | 80% (4) | 0% (0) | 0% (0) 5 | 0 | - | - |

| | Yes | No | Neutral | N | DNA | SD | M |
|---|----------|--------|---------|---|-----|----|---|
| When registering, was this a course you wanted to take? | 100% (5) | 0% (0) | 0% (0) | 5 | 0 | - | - |

| | Yes (why?) | No (why not?) | N | DNA | SD | M |
|---|------------|---------------|---|-----|----|---|
| Your comments in response to the following questions will be provided to the instructor after grades are turned in. We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions. | 100% (5) | 0% (0) | 5 | 0 | - | - |
| Was this class intellectually stimulating? Did it stretch your thinking? | | | | | | |

Qualitative

Your comments in response to the following questions will be provided to the instructor after grades are turned in. We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions.

Was this class intellectually stimulating? Did it stretch your thinking?

- Yes (why?)

- This class taught me so much! It was incredibly intellectually stimulating.
- I knew nothing of nuclear politics coming in, and now I feel like I have a working knowledge.
- I was forced to think critically about the course and its substance.
- It made me think beyond my normal learning requirements. It also made me think more about the Middle East and how that affects the US and also how the US affects the ME

What aspects of this class contributed most to your learning?

- the talks from ORNL reps were fascinating and very informative. The summary papers help students study and make sure they synthesize the info.
- Definitely the discussions - I learned a lot from the professor, but I also learned a lot from the other students.
- The interactions between students and instructor.
- My ability to discuss and debate with other classmates contributed most to my learning.
- Class discussion and the visitors from ORNL

What aspects of this class detracted from your learning?

- sometimes students went on rants, and were allowed to for too long.
- Sometimes we moved at a pace that was too fast for me, but in general the class was good about pausing to explain concepts I didn't understand.
- Nuclear PHD students know a lot, and aren't afraid to talk for extended periods of time.
- The only aspect of this class that detracted me from this class was the fact that I had other courses to attend to on top of the course work for this class.

What suggestions do you have for improving the class?

- Go over the SPs more in class.
- None, I have not had a better class at this University.
- The only suggestion I have for improving the class is having a prerequisite that can give basic knowledge for Middle East politics that can further be expanded while in this particular class.

POLS 463 (LEC-001): Contemp Middle East Politics

Fall Sem 2015 | Matthew Buehler

19 | Students Enrolled
18 | Students Responded
94.74% | Response Rate

Quantitative

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M N |
|---|-------------|------------|------------|-----------|--------|-----------|-----|------|------------|
| The course as a whole was: | 50% (9) | 38.89% (7) | 5.56% (1) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.82 | 4.33 18 |
| The course content was: | 50% (9) | 27.78% (5) | 22.22% (4) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.8 | 4.28 18 |
| The instructor's contribution to the course was: | 61.11% (11) | 33.33% (6) | 5.56% (1) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.6 | 4.56 18 |
| The instructor's effectiveness in teaching the subject matter was: | 55.56% (10) | 33.33% (6) | 5.56% (1) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.83 | 4.39 18 |
| Course organization was: | 61.11% (11) | 22.22% (4) | 11.11% (2) | 0% (0) | 0% (0) | 5.56% (1) | 0 | 1.24 | 4.28 18 |
| Clarity of instructor's voice was: | 61.11% (11) | 33.33% (6) | 5.56% (1) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.6 | 4.56 18 |

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M N |
|--|-------------|-------------|------------|-----------|--------|-----------|-----|------|------------|
| Explanations by instructor were: | 50% (9) | 38.89% (7) | 5.56% (1) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.82 | 4.33 18 |
| Instructor's ability to present alternative explanations when needed was: | 44.44% (8) | 38.89% (7) | 11.11% (2) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.85 | 4.22 18 |
| Instructor's use of examples and illustrations was: | 38.89% (7) | 44.44% (8) | 16.67% (3) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.71 | 4.22 18 |
| Quality of questions or problems raised by instructor was: | 44.44% (8) | 55.56% (10) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.5 | 4.44 18 |
| Students confidence in instructor's knowledge was: | 55.56% (10) | 44.44% (8) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.5 | 4.56 18 |
| Instructor's enthusiasm was: | 72.22% (13) | 22.22% (4) | 5.56% (1) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.58 | 4.67 18 |

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M N |
|--|-------------|-------------|------------|-----------|-----------|-----------|-----|------|------------|
| Encouragement given students to express themselves was: | 61.11% (11) | 22.22% (4) | 11.11% (2) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.89 | 4.39 18 |
| Answers to student questions were: | 38.89% (7) | 55.56% (10) | 0% (0) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.73 | 4.28 18 |
| Availability of extra help when needed was: | 38.89% (7) | 16.67% (3) | 33.33% (6) | 5.56% (1) | 5.56% (1) | 0% (0) | 0 | 1.18 | 3.78 18 |
| Use of class time was: | 38.89% (7) | 44.44% (8) | 16.67% (3) | 0% (0) | 0% (0) | 0% (0) | 0 | 0.71 | 4.22 18 |
| Instructor's interest in whether students learned was: | 72.22% (13) | 16.67% (3) | 5.56% (1) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.83 | 4.56 18 |
| Amount you learned in the course was: | 61.11% (11) | 27.78% (5) | 5.56% (1) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.83 | 4.44 18 |

| <i>Please rate the following questions.</i> | Excellent | Very good | Good | Fair | Poor | Very poor | DNA | SD | M |
|--|------------------|------------------|-------------|-------------|-------------|------------------|------------|-----------|------------|
| Relevance and usefulness of course content were: | 61.11% (11) | 27.78% (5) | 5.56% (1) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.83 | 4.44 18 |
| Evaluative and grading techniques (tests, papers, projects, etc.) were: | 52.94% (9) | 23.53% (4) | 17.65% (3) | 5.88% (1) | 0% (0) | 0% (0) | 1 | 0.94 | 4.24 17 |
| Reasonableness of assigned work was: | 33.33% (6) | 38.89% (7) | 5.56% (1) | 22.22% (4) | 0% (0) | 0% (0) | 0 | 1.12 | 3.83 18 |
| Clarity of student responsibilities and requirements was: | 61.11% (11) | 27.78% (5) | 5.56% (1) | 5.56% (1) | 0% (0) | 0% (0) | 0 | 0.83 | 4.44 18 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|---|--------------------|------------|------------|----------------|-----------|----------|------------|-----------|----------|
| | | | | | | N | | | |
| For each of the following questions, please rate this course relative to other college courses which you have taken. | 11.11% (2) | 27.78% (5) | 27.78% (5) | 27.78% (5) | 5.56% (1) | 0% (0) | | | |
| Do you expect your grade in this course to be: | 0% (0) | | | | | 18 | 0 | 1.1 | 4.11 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|--|--------------------|-------------|------------|----------------|----------|----------|------------|-----------|----------|
| | | | | | | N | | | |
| The intellectual challenge presented was: | 11.11% (2) | 61.11% (11) | 27.78% (5) | 0% (0) | 0% (0) | 0% (0) | | | |
| | 0% (0) | | | | | 18 | 0 | 0.6 | 4.83 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|---|--------------------|------------|------------|----------------|----------|----------|------------|-----------|----------|
| | | | | | | N | | | |
| The amount of effort you put into this course was: | 27.78% (5) | 22.22% (4) | 38.89% (7) | 11.11% (2) | 0% (0) | 0% (0) | | | |
| | 0% (0) | | | | | 18 | 0 | 1 | 4.67 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|--|--------------------|------------|------------|----------------|----------|----------|------------|-----------|----------|
| | | | | | | N | | | |
| The amount of effort to succeed in this course was: | 27.78% (5) | 33.33% (6) | 33.33% (6) | 5.56% (1) | 0% (0) | 0% (0) | | | |
| | 0% (0) | | | | | 18 | 0 | 0.9 | 4.83 |

| Much lower | Much higher | 5 | 4 | Average | 2 | 1 | DNA | SD | M |
|--|--------------------|------------|------------|----------------|----------|----------|------------|-----------|----------|
| | | | | | | N | | | |
| Your involvement in this course (doing assignments, attending classes, etc.) was: | 22.22% (4) | 44.44% (8) | 27.78% (5) | 5.56% (1) | 0% (0) | 0% (0) | | | |
| | 0% (0) | | | | | 18 | 0 | 0.83 | 4.83 |

| 12-13 | 14-15 | 16-17 | Under 2 | 2-3 | 4-5 | 6-7 | 8-9 | 10-11 | DNA | SD | M |
|--|--------------|--------------|----------------|--------------|-------------------|------------|------------|--------------|------------|-----------|----------|
| | | | 18-19 | 20-21 | 22 or more | | | N | | | |
| On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other related course work? | | | 0% (0) | 33.33% (6) | 16.67% (3) | 22.22% (4) | 16.67% (3) | 5.56% (1) | | | |
| | | | 5.56% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | | | |
| | | | | | | | | 18 | 0 | - | - |

| 12-13 | 14-15 | 16-17 | Under 2 | 2-3 | 4-5 | 6-7 | 8-9 | 10-11 | DNA | SD | M |
|--|--------------|--------------|----------------|--------------|-------------------|------------|------------|--------------|------------|-----------|----------|
| | | | 18-19 | 20-21 | 22 or more | | | N | | | |
| From the total average hours above, how many do you consider were valuable in advancing your education? | | | 11.11% (2) | 27.78% (5) | 16.67% (3) | 22.22% (4) | 5.56% (1) | 5.56% (1) | | | |
| | | | 0% (0) | 5.56% (1) | 0% (0) | 0% (0) | 0% (0) | 5.56% (1) | | | |
| | | | | | | | | 18 | 0 | - | - |

| F | Satisfactory | No Credit | A | B+ | B | C+ | C | D | DNA | SD | M |
|--|---------------------|------------------|--------------|------------|------------|-----------|----------|----------|------------|-----------|----------|
| | | | Other | | | | | N | | | |
| The grade I expect in this course is: | | | 47.06% (8) | 35.29% (6) | 17.65% (3) | 0% (0) | 0% (0) | 0% (0) | | | |
| | | | 0% (0) | | | | | 17 | 1 | - | - |

| | In my major | In my minor | A distribution requirement | An elective | Other | DNA | SD | M |
|---|-------------|-------------|----------------------------|-------------|--------|-----|----|----|
| In regard to your academic program, this course is: | 77.78% (14) | 16.67% (3) | 5.56% (1) | 0% (0) | 0% (0) | 0 | - | - |
| | | | | | | | | 18 |

| | Freshman | Sophomore | Junior | Senior | Graduate | Other | DNA | SD | M |
|--------------|----------|------------|------------|---------|----------|--------|-----|----|---|
| My class is: | 0% (0) | 27.78% (5) | 22.22% (4) | 50% (9) | 0% (0) | 0% (0) | | | |
| | | | | | | 18 | 0 | - | - |

| | Yes | No | Neutral | N | DNA | SD | M |
|---|-------------|-----------|------------|----|-----|----|---|
| When registering, was this a course you wanted to take? | 83.33% (15) | 5.56% (1) | 11.11% (2) | 18 | 0 | - | - |

| | Yes (why?) | No (why not?) | N | DNA | SD | M |
|---|------------|---------------|----|-----|----|---|
| Your comments in response to the following questions will be provided to the instructor after grades are turned in. We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions. | 100% (17) | 0% (0) | 17 | 1 | - | - |
| Was this class intellectually stimulating? Did it stretch your thinking? | | | | | | |

Qualitative

Your comments in response to the following questions will be provided to the instructor after grades are turned in. We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions.

Was this class intellectually stimulating? Did it stretch your thinking?

- Yes (why?)

- It posed a lot of relevant questions in today's society.
- Dr. Buehler organized the class in a very unique way that presented an intellectual challenge to students. Not only was the class challenging, but it was intellectually stimulating. I feel as though this class has allowed me to show myself that I'm ready to tackle larger, more challenging topics.
- I found the approach to learning highly effective
- He actually makes you try.
- Yes we had good class discussions. I also learned to think about the Middle East from different perspectives.
- The articles worked really well, I enjoyed the course structure immensely. It forced reading and comprehension of the reading. It built upon basic political and economic concepts to craft an in depth analysis of the Middle East.
- Yes, it did. I was forced to answer questions in class, which forced me to pay attention and have an answer for everything before asked.
- He really pushed us to think outside the box. I learned lots of new things regarding the Middle East. It is beneficial to be in this course
- Yes, I believe it is an important topic considering the United States' involvement in the area and the amount that we hear about the region as a whole. It is nice to be more educated about the region and forget about preconceived ideas.
- The material was presented in a manner that required a comprehensive understanding of history, culture, the political movements that led to the present.
- A lot of information was relevant to many of the world events happening now. Learn a ton of stuff I didn't know.
- Yes. I always got a tingle in my brain.
- Yes there was way too much reading and it wasn't very interesting
- Gained an understanding of the Middle East that I lacked prior to class.

What aspects of this class contributed most to your learning?

- The in class discussion
- Explicitly discussing the main takeaways from the articles contributed the most. Sometimes the academic jargon in the articles was somewhat overwhelming and being able to break the arguments down allowed me to both grasp the main points and become better at comprehending academic articles.
- The break down of information
- The instructor's clear objective with the main question "Why hasn't the Middle East democratized?"
- How into it he is.
- In class discussions and readings.
- The teachers leadership through discussion
- The readings and the PSAs
- With everything going on in the world right now, it helped me have a more educated opinion on things.
- the articles and materials the professor brought were very educative and important in the learning process. also his explanation to the materials.
- I liked the conversations and reviewing of the article
- Though it was time-consuming and often bothersome, the required readings and writing ensured that I learned.
- Discussion
- The talks
- reading argumentative essays instead of a bland textbook


What aspects of this class detracted from your learning?

- A lot of reading
- I must admit I was somewhat disappointing to learn that the class would not be an in-depth survey of Middle East Politics. While I did ultimately enjoy the class and feel as though I learned a lot about the factors preventing democracy in the Middle East, I feel I could have a broader, firmer knowledge of Middle East politics if there had been at least some class time dedicated to a lecture of Middle East politics on a broader level.
- nothing
- Nothing in particular.
- N/A
- Nothing really honestly.
- Sometimes the videos seemed unnecessary, but many of the videos gave an interesting real world glimpse into the Middle East. The videos depicting political traditions or political ads were definitely worthwhile.
- None
- I wish there had been more of a background on the region as a whole if possible. I knew very little of the Middle East from the beginning of this course so it was an adjustment trying to catch up to students who already some knowledge of the subject.
- Very little.
- The shear amount of reading that had to be done for a summery paper.
- nothing.
- The talk

What suggestions do you have for improving the class?

- Allow laptops for notes
- I would highly recommend at least briefly, perhaps in the first two or three weeks of class, to offer students a "survey of Middle East Politics." While I understand this might take away from the greater goal of the course, I feel as though I would have been able to contribute much more to daily discussion had I a firmer understanding of the political situation in the Middle East from the beginning.
- This was the most effectively laid out course I have experienced
- I would have enjoyed it more if it had been more about the particular governments and the country's particular histories. The class was a little too specific on the topic of democracy in the middle east.
- I would like to hear from the teacher more because his point of view and general supporting stories where so interesting/ educational
- Talk slower, write neater.
- The only thing I would recommend is spending more time in the beginning of the class establishing a basic knowledge of the region. We learned things about Islam and the Middle East intermixed with our readings, but I think having a solid foundation of knowledge about the region's geography, its ethnic groups, and its religious sects would have helped when analyzing the readings.
- None
- it is a really good course. he comes as a hard professor at first, but don't let that scare you. he is very helpful. sweet, and funny. my favorite professor ever. the construction of the course was very clear and the fact he never strayed away from the syllabus helped a lot.
- A little more in depth background regarding the region would be helpful
- I think Dr. Buehler led the class with excellence.
- More of a concentration of the concepts and less on emphasis on memorize names of authors and date.
- less reading.
- More pizza less reading
- group projects are stupid



| THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM THE UNIVERSITY OF TENNESSEE | | | |  |
|---|--------------------|--------------------|-------------------|---|
| Political Science 463 | Sec # 29603 (CLAS) | Matthew J. Buehler | | |
| Contemp Middle East Politics (CLAS) | Spring 2015 | Form A | # of Students: 17 | |

| Questions | Excellent | Very Good | Good | Fair | Poor | Very Poor | Item Mean |
|--|-----------|-----------|---------|---------|--------|-----------|-----------|
| 1. Course as a whole | 10 (59%) | 3 (18%) | 3 (18%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.29 |
| 2. Course content | 8 (47%) | 7 (41%) | 2 (12%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.35 |
| 3. Instructor's contribution to the course | 12 (71%) | 2 (12%) | 2 (12%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.47 |
| 4. Instructor's effectiveness in teaching material | 11 (65%) | 2 (12%) | 4 (24%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.41 |
| 5. Course organization | 12 (71%) | 1 (6%) | 3 (18%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.41 |
| 6. Clarity of instructor's voice | 11 (65%) | 4 (24%) | 1 (6%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.47 |
| 7. Explanations by instructor | 10 (59%) | 2 (12%) | 5 (29%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.29 |
| 8. Ability to present alternative explanations | 10 (59%) | 2 (12%) | 3 (18%) | 2 (12%) | 0 (0%) | 0 (0%) | 4.18 |
| 9. Use of examples and illustrations | 9 (53%) | 6 (35%) | 2 (12%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.41 |
| 10. Quality of questions/problems raised by instructor | 13 (76%) | 1 (6%) | 3 (18%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.59 |
| 11. Students' confidence in instructor's knowledge | 13 (76%) | 1 (6%) | 3 (18%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.59 |
| 12. Instructor's enthusiasm | 12 (71%) | 4 (24%) | 1 (6%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.65 |
| 13. Encouragement given to students' self expression | 12 (71%) | 2 (12%) | 2 (12%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.47 |
| 14. Answers to students' questions | 8 (47%) | 4 (24%) | 4 (24%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.12 |
| 15. Availability of extra help when needed | 9 (56%) | 2 (12%) | 4 (25%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.19 |
| 16. Use of class time | 9 (53%) | 3 (18%) | 5 (29%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.24 |
| 17. Interest in whether students learned | 11 (65%) | 1 (6%) | 4 (24%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.29 |
| 18. Amount you learned in the course | 10 (59%) | 3 (18%) | 3 (18%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.29 |
| 19. Relevance and usefulness of course content | 9 (53%) | 4 (24%) | 3 (18%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.24 |
| 20. Evaluative and grading techniques | 10 (59%) | 4 (24%) | 2 (12%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.35 |
| 21. Reasonableness of assigned work | 10 (59%) | 2 (12%) | 1 (6%) | 3 (18%) | 1 (6%) | 0 (0%) | 4.00 |
| 22. Clarity of students' responsibilities/requirements | 12 (71%) | 3 (18%) | 2 (12%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.59 |

| Relative to other college courses you have taken | Much Higher | | Average | | | | Much Lower | |
|--|-------------|---------|---------|---------|--------|--------|------------|--------|
| 23. Do you expect your grade in this course to be: | 2 (10%) | 8 (50%) | 3 (20%) | 4 (20%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 24. The intellectual challenge presented was: | 5 (30%) | 8 (50%) | 3 (20%) | 1 (10%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 25. The amount of effort you put into this course was: | 7 (40%) | 4 (20%) | 5 (30%) | 1 (10%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 26. The amount of effort to succeed in the course was: | 7 (40%) | 6 (40%) | 3 (20%) | 1 (10%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 27. Your involvement in this course (asgn, atnd, etc) was: | 9 (50%) | 5 (30%) | 3 (20%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |

| | |
|---|---------|
| 28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work? | |
| Under 2 | 0 (0%) |
| 3-4 | 1 (6%) |
| 5-6 | 4 (24%) |
| 7-8 | 2 (12%) |
| 9-10 | 3 (18%) |
| 11-12 | 5 (29%) |
| 13-14 | 0 (0%) |
| 15-16 | 1 (6%) |
| 17-18 | 1 (6%) |
| 19-20 | 0 (0%) |
| 21-22 | 0 (0%) |
| 22 or > | 0 (0%) |

| | |
|---|---------|
| 29. From the total average hours above, how many do you consider were valuable in advancing your education? | |
| Under 2 | 0 (0%) |
| 3-4 | 2 (12%) |
| 5-6 | 2 (12%) |
| 7-8 | 3 (18%) |
| 9-10 | 2 (12%) |
| 11-12 | 6 (35%) |
| 13-14 | 0 (0%) |
| 15-16 | 1 (6%) |
| 17-18 | 1 (6%) |
| 19-20 | 0 (0%) |
| 21-22 | 0 (0%) |
| 22 or > | 0 (0%) |

| | |
|--------------------|----------|
| 30. Expected Grade | |
| A | 10 (59%) |
| B+ | 5 (29%) |
| B | 2 (12%) |
| C+ | 0 (0%) |
| C | 0 (0%) |
| D | 0 (0%) |
| F | 0 (0%) |
| S | 0 (0%) |
| NC | 0 (0%) |
| Other | 0 (0%) |

| | |
|-----------------------|---------|
| 32. Class Composition | |
| Fresh | 2 (12%) |
| Soph | 2 (12%) |
| Junior | 5 (29%) |
| Senior | 8 (47%) |
| Grad | 0 (0%) |
| Other | 0 (0%) |

| | |
|---------------------------|----------|
| 33. Wanted to take course | |
| Yes | 16 (94%) |
| No | 0 (0%) |
| Neutral | 1 (6%) |


| | |
|----------------|----------|
| 31. Course Was | |
| In major | 13 (76%) |
| In minor | 3 (18%) |
| Dist. Req. | 1 (6%) |
| Elective | 0 (0%) |
| Other | 0 (0%) |

| Student Responses to Open Ended Questions | |
|--|--|
| Question #1: Was this class intellectually stimulating? Did it stretch your thinking? | |
| • | The class exposed me to a tremendous wealth of knowledge. Each week, course afforded me the opportunity to read and analyze many different sources surrounding many different issues related to the course. |
| • | Yes! Class was challenging in that you had to analyze all material read and questions presented and discussed in class. |
| • | Yes, a lot |
| • | This is the best class I have ever taken at UT. I thought about the Middle East in ways that I never had before and I was always excited to come to class. The style of the class was set up like a discussion and we all communicated our thoughts as a whole. |
| • | This class was highly intellectually stimulating. It helped me to see a great deal of things in a different light and I am so glad that I had the opportunity to take this course! |
| • | Yes. It posed new questions and possible explanations that I had never considered before. |
| • | Yes. Very well organized course that forced me to re contextualize my understanding of the middle east. |
| • | I was not very familiar with the topics discussed in the class so over time and learning them the class became better and stimulating to my mind and stretched my thinking. |
| • | The class was stimulating, because the topic of the Middle East is certainly interesting. It did give me a very well-rounded view of democratization in the Middle East and presented several contrasting views from which to form a perspective. However, I think it would have been more stimulating if the discussion format (which makes up the entirety of the class) were intermingled with some sort of lecture. It's the first purely discussion-based class I have taken, and I really wish we learned more facts about the Middle East instead of only doing opinion-based readings. |
| • | yes |
| • | Yes, this is by far the most meaningful class I have ever taken at the University of Tennessee. It challenged me to think critically and assess how concepts each week related to one another. I have learned more in this class than my entire three years at the University. |
| • | Absolutely, the amount of reading and set up of the course created a highly engaging and intellectually stimulating course. |
| • | This class gave me the opportunity to explore a society that is playing a major role in the modern international affairs. It allowed me to view the society with an objective perspective despite my subjective background. |
| Question #2: What aspects of this class contributed most to your learning? | |
| • | I was required to participate orally in the class, which allowed me to communicate ideas, questions, comments outside of just writing them for the assignments. |
| • | Articles and discussions. Dr. Buehler required everyone to participate and was adamant on what he expected of his students. |
| • | Our discussions were great, and the selection of articles was very good |
| • | The summary papers we had to do before class helped |
| • | I think that the reading were good and Dr. Buehler had so much experience, not only knowing things about the Middle East, but also the authors that we were reading. I think having him as a prof was extremely helpful in my learning and I cannot wait to take more of his classes. |
| • | The in class discussions helped me to retain and participate the most. |
| • | The summary papers and the in-class discussions were a huge part of what contributed to my learning. |
| • | Instructor commitment, knowledge and enthusiasm. |
| • | With the events we discussed being current they opened my eyes to wanting to be more up to date with current middle eastern events. |
| • | Discussions in class and cultural videos presented by the professor helped me, but it would have been a lot better with some lecture material. |
| • | class discussions |
| • | Every aspect of this class contributed to my learning. I have never taken a class where the professor actually knew my name, valued my input, or took the time to actually care about furthering my knowledge of the subject matter. I took this class because a friend of mine recommended it. He said that I could not graduate from the university without taking one of Dr. Buehler's classes because his teaching is THAT impactful. I look forward to going to class everyday. I always do the assigned reading because not only is it interesting and relevant but I want to be prepared and have soemthing to contribute to class discussion. That is saying a lot coming from someone who usually never speaks in most classes. I only wish that every student who attends the University has the opportunity to take a class taught by Dr. Buehler. It truly is a special experience and changed my entire outlook on what college could be like, what college is supposed to be like. Dr. Buehler is a huge asset to the University and I cannot wait to take another one of his classes next semester! |
| • | The way Dr. Buehler set up the class, almost as if it was forced. His style of lecture is probably created the most intellectually stimulating course I've had at UT. |
| • | The discussion basis of the class gave me the opportunity to ask questions as well as hear other classmates' opinions that all together gave me a wider perspective on the subject matter. |

| |
|---|
| Question #3: What aspects of this class detracted from your learning? |
| • Nothing detracted. |
| • N/A |
| • maybe just a few too many summary papers; it gets hard to keep up with them after a while |
| • I think the length of the articles would make me unfocused, but they were all very useful in the course. |
| • Not a lot detracted me for learning |
| • The videos we occasionally watched seemed unnecessary. |
| • Sometimes, the professor's seriousness detracted from my learning. |
| • Nothing |
| • I can't think of anything. I really got a lot out of this course. |
| • The heavy course load was difficult to maintain at first, however, it ended up being the most important aspect of the class because it forced me to participate daily in the course matter. |

| |
|---|
| Question #4: What suggestions do you have for improving the class? |
| • I would have loved for my summary papers to have been returned to me. Other than that minor suggestion, class was great. |
| • N/A |
| • I honestly loved this class and the way that it is set up. |
| • I feel like if anything in the course was changed it wouldn't work. |
| • I would recommend updating your syllabus dates and not using the exact same one from the previous semester. It gets a little confusing when you try to figure out which readings to do when you have lost track of which class number you are on and the dates for the classes are from the previous semester. |
| • More visuals such as videos and displays better explaining certain topics in the course |
| • Add a lecture portion that is sizable. |
| • half of the class a lecture that discusses the context of the article and the other half discussion on the article |
| • None, this class made the biggest impact on my college career. |
| • As mentioned this course was probably the best and most rewarding classes I've had at UT. Dr. Buehler's vast knowledge of Middle East politics, society, and culture created a challenging, yet rewarding experience. I suppose if I was to make any suggestions it would be to maybe implement a research paper. |
| • None. One of my favorite classes since I have been in college. |



| THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM THE UNIVERSITY OF TENNESSEE | | | |  |
|---|--------------------|--------------------|-------------------|---|
| Political Science 463 | Sec # 46365 (CLAS) | Matthew J. Buehler | | |
| Contemp Middle East Politics (CLAS) | Fall 2014 | Form A | # of Students: 18 | |

| Questions | Excellent | Very Good | Good | Fair | Poor | Very Poor | Item Mean |
|--|-----------|-----------|---------|--------|--------|-----------|-----------|
| 1. Course as a whole | 14 (78%) | 3 (17%) | 1 (6%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.72 |
| 2. Course content | 9 (50%) | 8 (44%) | 1 (6%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.44 |
| 3. Instructor's contribution to the course | 10 (56%) | 5 (28%) | 2 (11%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.28 |
| 4. Instructor's effectiveness in teaching material | 13 (72%) | 3 (17%) | 1 (6%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.50 |
| 5. Course organization | 12 (67%) | 6 (33%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.67 |
| 6. Clarity of instructor's voice | 9 (50%) | 7 (39%) | 2 (11%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.39 |
| 7. Explanations by instructor | 7 (41%) | 8 (47%) | 1 (6%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.18 |
| 8. Ability to present alternative explanations | 8 (44%) | 8 (44%) | 1 (6%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.22 |
| 9. Use of examples and illustrations | 9 (50%) | 4 (22%) | 4 (22%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.11 |
| 10. Quality of questions/problems raised by instructor | 9 (50%) | 7 (39%) | 1 (6%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.28 |
| 11. Students' confidence in instructor's knowledge | 13 (72%) | 4 (22%) | 0 (0%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.56 |
| 12. Instructor's enthusiasm | 12 (67%) | 4 (22%) | 1 (6%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.44 |
| 13. Encouragement given to students' self expression | 11 (61%) | 5 (28%) | 1 (6%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.39 |
| 14. Answers to students' questions | 8 (44%) | 9 (50%) | 0 (0%) | 0 (0%) | 1 (6%) | 0 (0%) | 4.28 |
| 15. Availability of extra help when needed | 7 (39%) | 8 (44%) | 2 (11%) | 0 (0%) | 0 (0%) | 1 (6%) | 4.06 |
| 16. Use of class time | 12 (67%) | 5 (28%) | 1 (6%) | 0 (0%) | 0 (0%) | 0 (0%) | 4.61 |
| 17. Interest in whether students learned | 13 (72%) | 4 (22%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (6%) | 4.50 |
| 18. Amount you learned in the course | 12 (67%) | 5 (28%) | 0 (0%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.56 |
| 19. Relevance and usefulness of course content | 13 (72%) | 4 (22%) | 0 (0%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.61 |
| 20. Evaluative and grading techniques | 12 (67%) | 5 (28%) | 0 (0%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.56 |
| 21. Reasonableness of assigned work | 12 (67%) | 4 (22%) | 1 (6%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.50 |
| 22. Clarity of students' responsibilities/requirements | 13 (72%) | 4 (22%) | 0 (0%) | 1 (6%) | 0 (0%) | 0 (0%) | 4.61 |

| Relative to other college courses you have taken | Much Higher | | | Average | | | | Much Lower | |
|--|-------------|---------|---------|---------|---------|---------|--------|------------|--|
| 23. Do you expect your grade in this course to be: | 4 (20%) | 8 (40%) | 3 (20%) | 2 (10%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (10%) | |
| 24. The intellectual challenge presented was: | 5 (30%) | 6 (30%) | 5 (30%) | 1 (10%) | 0 (0%) | 1 (10%) | 0 (0%) | 0 (0%) | |
| 25. The amount of effort you put into this course was: | 4 (20%) | 7 (40%) | 2 (10%) | 3 (20%) | 1 (10%) | 0 (0%) | 0 (0%) | 1 (10%) | |
| 26. The amount of effort to succeed in the course was: | 1 (10%) | 9 (50%) | 4 (20%) | 2 (10%) | 2 (10%) | 0 (0%) | 0 (0%) | 0 (0%) | |
| 27. Your involvement in this course (asgn, atnd, etc) was: | 12 (70%) | 2 (10%) | 2 (10%) | 1 (10%) | 0 (0%) | 1 (10%) | 0 (0%) | 0 (0%) | |

| | |
|---|---------|
| 28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work? | |
| Under 2 | 1 (6%) |
| 3-4 | 2 (11%) |
| 5-6 | 7 (39%) |
| 7-8 | 3 (17%) |
| 9-10 | 2 (11%) |
| 11-12 | 1 (6%) |
| 13-14 | 1 (6%) |
| 15-16 | 0 (0%) |
| 17-18 | 1 (6%) |
| 19-20 | 0 (0%) |
| 21-22 | 0 (0%) |
| 22 or > | 0 (0%) |

| | |
|---|---------|
| 29. From the total average hours above, how many do you consider were valuable in advancing your education? | |
| Under 2 | 1 (6%) |
| 3-4 | 5 (28%) |
| 5-6 | 6 (33%) |
| 7-8 | 1 (6%) |
| 9-10 | 2 (11%) |
| 11-12 | 1 (6%) |
| 13-14 | 2 (11%) |
| 15-16 | 0 (0%) |
| 17-18 | 0 (0%) |
| 19-20 | 0 (0%) |
| 21-22 | 0 (0%) |
| 22 or > | 0 (0%) |

| | |
|--------------------|---------|
| 30. Expected Grade | |
| A | 9 (50%) |
| B+ | 7 (39%) |
| B | 1 (6%) |
| C+ | 0 (0%) |
| C | 1 (6%) |
| D | 0 (0%) |
| F | 0 (0%) |
| S | 0 (0%) |
| NC | 0 (0%) |
| Other | 0 (0%) |

| | |
|----------------|----------|
| 31. Course Was | |
| In major | 14 (78%) |
| In minor | 1 (6%) |
| Dist. Req. | 2 (11%) |
| Elective | 0 (0%) |
| Other | 1 (6%) |

| | |
|-----------------------|----------|
| 32. Class Composition | |
| Fresh | 0 (0%) |
| Soph | 0 (0%) |
| Junior | 2 (11%) |
| Senior | 16 (89%) |
| Grad | 0 (0%) |
| Other | 0 (0%) |

| | |
|---------------------------|----------|
| 33. Wanted to take course | |
| Yes | 14 (78%) |
| No | 2 (11%) |
| Neutral | 2 (11%) |

| Student Responses to Open Ended Questions | |
|--|---|
| Question #1: Was this class intellectually stimulating? Did it stretch your thinking? | |
| • | Yes I liked the topics that we talked about. |
| • | Yes, I took this course for a purpose and that purpose was achieved. |
| • | I didn't know a single thing about the topic before, now I feel like I know every side possible. |
| • | This class was intellectually stimulating by providing a glance into an issue that is prevalent in the news and in our society, but little exposure is given to actually learn the processes behind democratization in the Middle East. |
| • | This class was very stimulating and interesting. |
| • | Class was always discussion based and challenged us to think not just show up. |
| • | Yes. |
| • | Absolutely. This is one of a very few classes I have taken in which I can say I learned something new and interesting with every class meeting. |
| • | Absolutely, I found everything we went over in class to be both relevant to the modern world and new material I would otherwise had a hard time accessing or understanding without the class. It opened my eyes to a lot of modern political thought going on in the middle east. |
| • | The required readings were interesting for the most part. I am studying public administration so I occasionally felt lost compared to many other students who were global studies majors. I feel that I was not on the same level of understanding as global studies students when the class began but I think it progressed in a manner that still allowed me to gain a great deal of knowledge and understanding on the courses essential question. |
| • | Yes. I feel like out of my five years at this university, I learned more in this course than many of my classes combined. |
| • | Yes, the discussions in class were very helpful in understanding the material. |
| • | It provided material that expanded my knowledge about the Middle East and made me think of things I had not previously thought of. These are things I do continually use outside of class. |
| • | Yes. You did a very good job in the class involving the students. |
| • | Absolutely. It gave me knowledge of a fascinating and important area of the world that influences foreign and domestic politics. |
| • | Yes, the course is set up for you to think critically. |
| • | No, the class offers a glimpse into several aspects of the course topic. |
| Question #2: What aspects of this class contributed most to your learning? | |
| • | I liked that we had to read every day and that the SPs ensured that we knew what was happening when we came to class. |
| • | Instructor led discussions. |
| • | Having to attend class, daily assignments. |
| • | Over the course of the semester, the readings gave great insight into the world in the Middle East. They, in my opinion, helped to contribute to the class, along with Dr. Buehler's explanations. |
| • | The readings and discussions were interesting. |
| • | Discussions and the reading assignments |
| • | How the class is set up with short SPs due about every class discussing the topic we were going over. |
| • | The summary papers we were required to write for almost every reading forced me to analyze material on a deeper level than would a cursory class reading. |
| • | The readings, SP's, lecture, and video. It all was helpful. |
| • | The discussions were great. Although I felt that I lagged behind many students in total understanding of th subject material because they were more well versed in global studies, I gained a wealth of knowledge from listening to dialogue between the well versed students and the professor and occasionally contributed myself. |
| • | The readings. |
| • | The class discussions and summaries for the articles we read. |
| • | The knowledge of the professor and even though I hate to admit it the required SP helped as well. |
| • | Lecture from the instructor is what best helped me to learn |
| • | Class discussions were the most insightful part of the class allowing discussion of complex ideas. |
| • | As much as I hate to admit it, the SP papers are a brilliant way to keep students involved and learning. It forces them to read if they want to be successful in the class. |
| • | The journal articles were very useful and much more effective than the use of a textbook given that issues in the Middle East change rapidly. |

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|--|
| Question #3: What aspects of this class detracted from your learning? |
| • Nothing. |
| • The amount of animals that we saw get their throats slit. |
| • Mandatory participation was nerve-wracking but that was more of a personal problem rather than a class or instructor-related issue. |
| • none |
| • If there were any, they were personal. |
| • If I knew the Sp's would be graded harder, I might have put in more effort to do them as the semester went on. I would have had to understand the reading better and read more in depth to write a better SP. |
| • I think the SPs were good for overall participation. Since I learn in an auditory manor ideally the professor would lecture a little more. |
| • I was nervous coming to class because I did not want to be randomly called upon. I don't think it truly detracted from my learning though. |
| • Nothing that the teacher couldn't change. |
| • n/a |
| • None really. |
| • Nothing really...the most organized course I have ever taken. Buehler keeps great control over the class. If I had to give one criticism, it may be that he can favor other students (but most of these students are very familiar with Mid East Politics, so that is to be expected. Overall, great professor! |
| • The teacher consistently failed to elaborate on the reading materials and failed to encourage critical thinking of the articles. Readings were assigned every week including a short summary which was very useful for keeping track of the information, the readings were discussed in group sessions, however the instructor failed to add analysis to the readings or the issues. Mr. Buehler seems to care little for student learning, his office hrs were one day a week for three hrs starting at 7am! He was always unwilling to make appointment times outside of that time slot and specifically mentioned at one point that the department directs professors to prioritize their research over their students. The course was not very difficult, the material was interesting and the class overall was not below average. However, the instructor's arrogance and failure to meet student needs made him more of a supervisor in the classroom than a teacher to students. |

| |
|---|
| Question #4: What suggestions do you have for improving the class? |
| • None. |
| • Give Dr. Buehler a raise. |
| • N/A, Dr. Buehler does a great job with this class in my opinion. |
| • I did not particularly enjoy being called out in class so perhaps if there was less pressure put on students to speak, it would be appreciated by students who are shy. |
| • none |
| • One more Sp so the final isn't worth as much. Kidding, probably my favorite structure for a class to date. |
| • Random SP sharing! |
| • Nothing. It was incredible |
| • Lecture a little bit more on some things that may not be well understood by students that study political science of public admin rather than global studies. That is my only negative for the class as a whole. |
| • None. I thought the course overall was one of the best I've taken at UT. |
| • I think it would be nicer if the teacher understood that there are sometime classes that go over and he shouldn't hold being a few minutes late against us so heavily. He should also not dock us in case we have to leave early. |
| • I think that involving the students is very important in the learning process. However, your level of education in this area is superior and I would have like to hear more of your expert opinion. |
| • The only suggestion would be to perhaps have more supplemental material for class discussions other than the required articles. |
| • Nothing, great class and great professor. Maybe needs to be a little more considerate of those who might be running late because of a previous class being far away. Ultimately, Buehler, despite not knowing what mood he'll be in that day, is probably the best professor I have ever had. |
| • Perhaps the instructor could use a teaching assistant who can focus more on the teaching aspects. |