

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) 0% (0)	27.78% (5)	27.78% (5)	27.78% (5)	5.56% (1)	0% (0) 18	0	1.1	4.11
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:	11.11% (2) 0% (0)	61.11% (11)	27.78% (5)	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) 0% (0)	22.22% (4)	38.89% (7)	11.11% (2)	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) 0% (0)	33.33% (6)	33.33% (6)	5.56% (1)	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) 0% (0)	44.44% (8)	27.78% (5)	5.56% (1)	0% (0)	0% (0) 18	0	0.83	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, 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 18-19	2-3 20-21	4-5 22 or more	6-7	8-9	10-11 N	DNA	SD	M
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)			
			180- -								

F	Satisfactory	No Credit	A Other	B+	B	C+	C	D N	DNA	SD	M
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)	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