

FACULTY PEER EVALUATION FORM

Instructor: Jeremy Menchik
Observer: Regina Wellner
Course/Room No. U.S. Foreign Policy / Room 905
Class Topic: War on Terror III : Nation-Building
Date: 7 May 2008

Attendance: 20 students

Please circle the appropriate response to the following questions and provide brief explanations in the space provided after each question.

I. CONTENT AND ORGANIZATION

Did the instructor:

-- present information in an organized manner?

Yes

No

Discussion of week's readings using students' questions, power point/lecture presentation

-- seem comfortable with knowledge of the content?

Yes

No

a good command of theory, literature, current events, history

-- use relevant examples and explanations when necessary?

Yes

No

provided definitions of concepts/terms - polity data, Exogenous/Endogenous state-building, nation-building/state-building; multilateral/unilateral, human/social capital

-- make efficient use of class time?

Yes

No

Jeremy covered a great deal of material in a methodical, thoughtful and well-paced approach. The class/discussion was not rushed, nor were points glossed over. There was a very good rhythm to the class that moved from one approach to another. Great fluidity.

Additional comments on Content and Organization

Before and during the first few minutes of class, students are expected to write out discussion question on the week's readings on the board (see more on pg 2 - Section II). These questions are the basis/jumping off point of the discussion on the week's readings. Jeremy chose a question, asking the

Please give this category (Content and Organization) an overall rating: 5

Rating scale: 1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable

author of the question why he asked it. Discussion between the author of the question and Jeremy and between students ensued. Many students participated in a lively, thoughtful exchange. This approach was used with subsequent questions.

of the Ba'ath Party had been kept in power would there be democracy in Iraq now? Should we have used Hussein as we used Emperor Hirohito in Japan?"
 oil the main reason for the war in Iraq?"

II. LEARNING ENVIRONMENT (COMMUNICATION, RAPPORT)

Did the instructor:

-- demonstrate confidence and enthusiasm?	<u>Yes</u>	No
<u>Jeremy has a strong, confident voice that could be heard by all the students.</u>		
-- maintain students' attention?	<u>Yes</u>	No
<u>He worked very well in the classroom space. you could hear everything he said - his ability to communicate so clearly</u>		
-- respond to students' puzzlement or boredom?	Yes	No
<u>draw students into the discussion.</u>		
-- demonstrate respect for students and their thoughts	<u>Yes</u>	No
<u>most all of the students spoke multiple times. About six or seven students did not speak - call on them, or use other ways to draw them into the discussion.</u>		
-- create a relaxed and controlled environment	<u>Yes</u>	No

Additional comments on Learning Environment

Students were clearly prepared for the class. Even before class began, Jeremy and the students were talking, interacting - Students are required to "Write me(!) discussion question on the board please (now)!" Almost all of the students fulfilled this requirement (examples of these are listed at the top of this page.)

Please give this category (Learning Environment) an overall rating: 4.5
 Rating scale: 1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable

III. CRITICAL THINKING/QUESTIONING SKILLS

Did the instructor:

-- answer questions appropriately?	<u>Yes</u>	No
<u>When some students said the Ba'ath Party should have been kept in power in Iraq (2003), Jeremy responded with his position - "uncomfortable with keeping a regime in power that gassed its people, fought war (Iran-Iraq), etc. His point was not judgmental and did not stifle/end discussion. It provided students with another perspective to consider."</u>		
-- ask probing questions?	<u>Yes</u>	No
<u>"War makes states states make war" (Tilly) - what does this mean? Does international community like states to collapse, recover each other? when do genocides happen?"</u>		
-- encourage students to answer difficult questions?	<u>Yes</u>	No

Additional comments on Critical Thinking/Questioning Skills

Jeremy did a fine job answering student questions (those on the board and others). He also possesses a keen ear and did a very good job listening to and asking follow-up questions about/on student responses. As Jeremy often said, "let's tease this out" -

Please give this category (Critical Thinking/Questioning Skills) an overall rating: 5
 Rating scale: 1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable

He possesses a thoughtful, patient nature that worked well in class - He led students through multiple processes of teaching & learning - articulating their own questions, requesting clarification of their initial responses, constructing the steps of an argument, formulating clear & concrete - Jeremy kept students on point even when they wanted to

IV. TEACHING METHODS

Please circle the instructor's teaching methods and teaching aids where applicable. Explain your perception of the level of effectiveness with these methods:

The instructor used the following method(s):

Lecture Discussion Small group activities Use of Technology

Please indicate the type of technology/teaching aids used:

Overheads PowerPoint Slides Computer CD-ROM

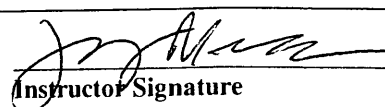
Internet Videos Audiotapes Other Student Questions written on board by students

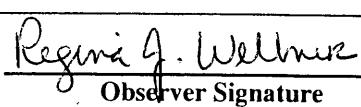
-Was the Instructor effective in their use of their method(s)? Yes No

Additional comments on Teaching Methods

The power point presentation — "War on Terror III: Nation - Building" — was a very effective and engaging element of the class. It was a tool to facilitate and support lecture and discussion. It was not the main focus of the class as is often seen in other settings. The slides were instructive and concise — the information sparked student participation and interaction w/ the material, with Jeremy and with themselves. The graph of U.S. nation-building in 19 locations was very effective, as Jeremy had students analyze the data — Jeremy's question — "What's the first thing that Summary Jumps Out U.S. success?" — the student

<p>Overall Strengths: Jeremy knows the material. He is confident and articulate. He is aware of the "big picture" in the classroom — presenting new material, but also connecting/referencing it to previously covered material. He's a good listener,</p>	<p>Areas of Improvement: Use the students' names more than you do — there's good rapport, but this would enhance and clarify the connections between yourself, students and between themselves. Arrange and order the desks to facilitate interaction between students.</p>	<p>response: "A terrible battling average" was on point, and also fun —</p>
---	--	---

 May 14, 08
Instructor Signature Date

 8 May 2008
Observer Signature Date

asking students follow-up questions to their comments. He is focused, methodical and clear as he presents and constructs his points.

(Revised Fall 2004) Jeremy has built and nurtured a very effective learning environment in this class, after coming into the class under unusual and difficult circumstances. He is an asset to the Department of Liberal Education.

You did a good job recognizing and calling on students, only missing a couple of raised hands — Be a bit more intentional in scanning the room after asking if there are questions — Encourage students to speak up with their questions, not wait to be called on. This is especially important when the room is dark during the power point presentation.

and a valuable partner with our students in their discovery of course material and their own intellectual growth.

The class was informative, insightful and instructive. I really enjoyed the class, thank you.