Evidence of Teaching Experience and Effectiveness

Jungmin Han*

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1. Teaching Philosophy

I consider teaching an essential part of my academic career and an opportunity to help students develop the knowledge and analytical skills necessary to understand contemporary political challenges. My approach to teaching rests on three principles: (1) fostering interactive learning, (2) connecting theoretical and methodological knowledge to real-world political problems, and (3) cultivating evidence-based critical thinking.

First, I believe that students learn most effectively when they actively participate in the learning process. In my research methods courses at Pittsburgh, I encouraged students to discuss methodological concepts, ask questions, and evaluate competing explanations for political phenomena. Rather than relying exclusively on lectures, I incorporated group discussions and collaborative problem-solving activities that allowed students to learn from one another. I also sought to create a supportive learning environment for students with different levels of methodological preparation by providing additional opportunities for questions and individualized feedback.

Second, I emphasize the importance of connecting classroom learning to contemporary political events. In teaching research methods, I found that students sometimes struggled to understand the relevance of quantitative analysis to substantive political questions. To address this challenge, I incorporated news articles, contemporary policy debates, and empirical examples into classroom discussions, encouraging students to consider how methodological tools could help explain real-world developments. My goal is to help students recognize that theories and methods are not merely abstract academic exercises but essential tools for understanding international conflict, political behavior, and democratic governance.

Third, I seek to cultivate students' ability to critically evaluate arguments using empirical evidence. While students often enthusiastically participate in political debates, they may initially struggle to distinguish normative claims from empirically testable propositions or identify evidence that supports competing explanations. In my research methods courses, I used datasets such as the World Values Survey and the Uppsala Conflict Data Program to help students formulate research questions, evaluate political theories, and draw evidence-based conclusions. I view these skills as particularly important for understanding contemporary debates about international security and democratic resilience, where competing political narratives often generate disagreement about both facts and interpretations.

2. Teaching Evaluation Summary

I have extensive experience teaching quantitative political science at both undergraduate and graduate levels at the University of Pittsburgh. As the primary instructor, I taught *Foundational Mathematics in Political Science* to seven first-year Ph.D. students in Fall 2020, covering essential mathematical foundations for advanced quantitative research, including linear algebra, calculus, and probability theory. In Summer 2021, I independently taught *Research Methods in Political Science* to 33 undergraduate students, introducing fundamental principles of research design, causal inference, statistical analysis, and empirical hypothesis testing. Across both courses, I sought to make quantitative concepts accessible through practical exercises and applications to substantive political questions.

Beyond my experience as a primary instructor, I have contributed to teaching through guest lectures and teaching assistantships. At Pittsburgh, I delivered guest lectures on U.S. foreign policy in the Asia-Pacific, multi-method research in international relations, and computational text analysis. More recently, in Fall 2026, I delivered a guest lecture on *Computational Text Analysis and Large Language Models in Political Science* at North Carolina State University, introducing students to emerging computational approaches and their applications to political research. I also served as a teaching assistant for undergraduate *Research Methods in Political Science* across three semesters, supporting courses enrolling approximately 100 students. My responsibilities included leading four weekly recitation sessions, contributing to curriculum development, delivering guest lectures, and evaluating assignments and examinations.

My teaching has received consistently positive student evaluations, particularly in areas of student support, fairness, and constructive feedback. Across my two courses as a primary instructor, I received average scores of 4.83/5.00 for availability to students, 4.75/5.00 for fairness in evaluation, and 4.63/5.00 for providing active feedback. These evaluations reflect my commitment to creating a supportive and effective learning environment. I was also appointed as a *Teaching Fellow Mentor* in the Department of Political Science at Pittsburgh for the 2023–2024 academic year, supporting graduate instructors in developing their teaching practices. The table below summarizes my student evaluations on a five-point scale.

Table 1: Summary of Student Teaching Evaluations (5-Point Scale)

	Main Instructor		**Teaching Assistant**		
	Foundational Mathematics (Fall 2020, $N = 5$)	Research Methods (Summer 2021, $N = 20$)	Research Methods (Spring 2020, $N = 66$)	Research Methods (Fall 2022, $N = 45$)	Research Methods (Fall 2023, $N = 26$)
Average Evaluation Score	**4.63**	**4.36**	**4.41 (4.13)**	**4.12**	**4.05**
Preparation and Organization	4.40	4.55	4.67 (4.49)	4.51	4.23
Being Available to Students	5.00	4.65	4.77 (4.29)	4.25	4.00
Enhancing Students' Knowledge	4.00	3.95	4.23 (3.70)	3.73	3.96
Clarifying Difficult Concepts	–	–	3.97 (4.03)	4.00	4.00
Fair Evaluation of Students	5.00	4.50	–	–	–
Active Feedback to Students	4.80	4.45	–	–	–
Treating Students with Respect	4.60	4.65	–	–	–
Creating an Engaging Atmosphere	4.60	3.75	–	–	–

Note: Scores are based on a five-point scale. Average scores are unweighted means of the available evaluation categories within each course. For Spring 2020, scores in parentheses represent evaluations conducted after the transition to remote instruction during the COVID-19 pandemic. Dashes indicate items not evaluated.

3. Official Teaching Evaluation Records

This section provides the complete official student teaching evaluations from my instructional appointments at the University of Pittsburgh between 2020 and 2023. The records document my teaching effectiveness in both undergraduate and graduate courses, including my roles as a primary instructor and a teaching assistant. All evaluations are reproduced in their original form on the following pages.

A. Main Instructor

- *Foundational Mathematics in Political Science* (Fall 2020)
- *Research Methods in Political Science* (Summer 2021)

B. Teaching Assistant

- *Research Methods in Political Science* (Spring 2020)
- *Research Methods in Political Science* (Fall 2022)
- *Research Methods in Political Science* (Fall 2023)

The following documents contain the original student evaluation reports, including numerical ratings and written comments where available. The preceding section provides a summary of the quantitative evaluation results.

Fall 2020 - Jungmin Han PS 1902 - DIRECTED READING - 1080 - Directed Studies

Project Title: **2211 - Teaching Survey Fall 2020**

Courses Audience: **6**
Responses Received: **5**
Response Rate: **83.33%**

Subject Details	
Name	PS 1902 - DIRECTED READING - 1080 - Directed Studies
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	32314
SECTION_NUMBER	1080
TERM_NUMBER	2211
COURSE_TYPE	Directed Studies
CLASS_ATTRIBUTE	WEB
First Name	Jungmin
Last Name	Han
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments
- Questions about remote teaching and learning

Interpreting OMET Teaching Survey Reports

A guide to interpreting OMET teaching survey results can be found here - https://teaching.pitt.edu/omet/survey-results/.

Develop a plan using your student opinion of teaching results.

- Meet with a Teaching Consultant who can help you interpret your results and develop a course of action if necessary. Email teaching@pitt.edu to set up a consultation.
- Plan on collecting student feedback during the semester the next time you teach. OMET offers a midterm course survey option and there are additional ways to collect student feedback throughout the term. For more information, go to https://teaching.pitt.edu/omet/midterm/
- In the future, discuss, teach, and model giving meaningful feedback with your students. Give them multiple opportunities to practice giving feedback. We have several resources that can help guide the discussion and options for gathering student feedback throughout the term.

Go to: https://teaching.pitt.edu/omet/ for more details, references, and resources.

Creation Date: **Friday, December 25, 2020**

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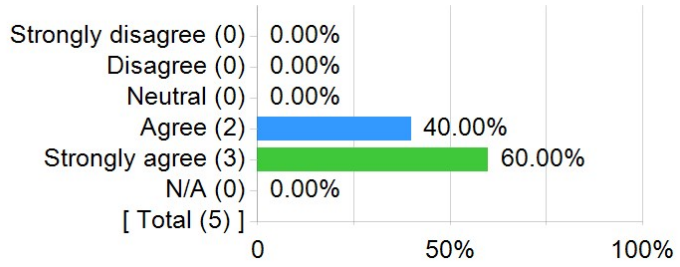
Arts and Sciences Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

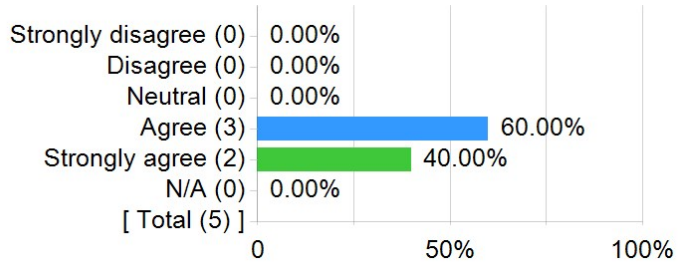
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	5	4.60	0.55
The instructor was prepared for class.	5	4.40	0.55
The instructor treated students with respect.	5	4.60	0.55
The instructor was available to me (in-person, electronically, or both).	5	5.00	0.00
The instructor evaluated my work fairly.	5	5.00	0.00
The instructor provided feedback that was helpful to me.	5	4.80	0.45
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	5	4.00	1.00

Detailed Responses

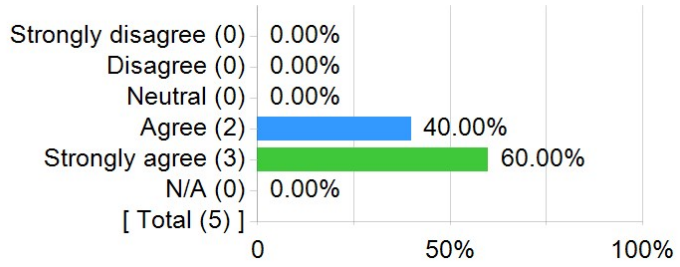
1. The instructor created an atmosphere that kept me engaged in course content.



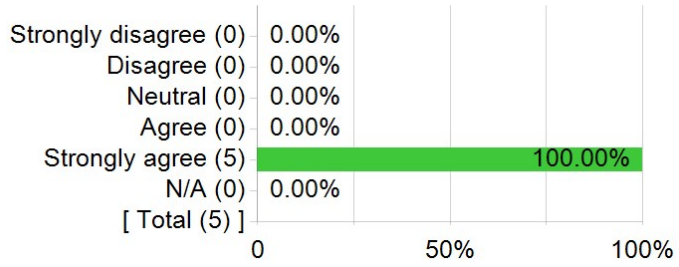
2. The instructor was prepared for class.



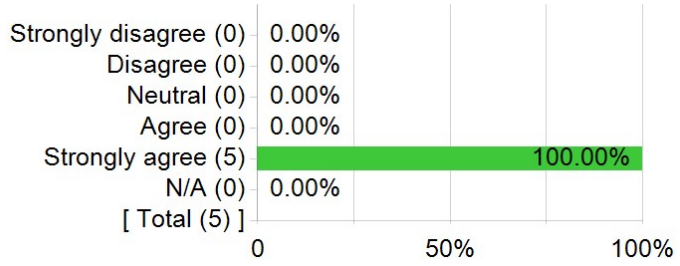
3. The instructor treated students with respect.



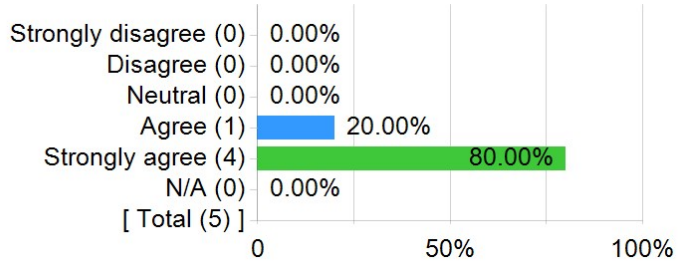
4. The instructor was available to me (in-person, electronically, or both).



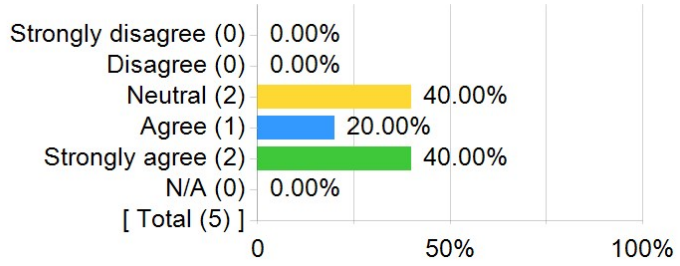
5. The instructor evaluated my work fairly.



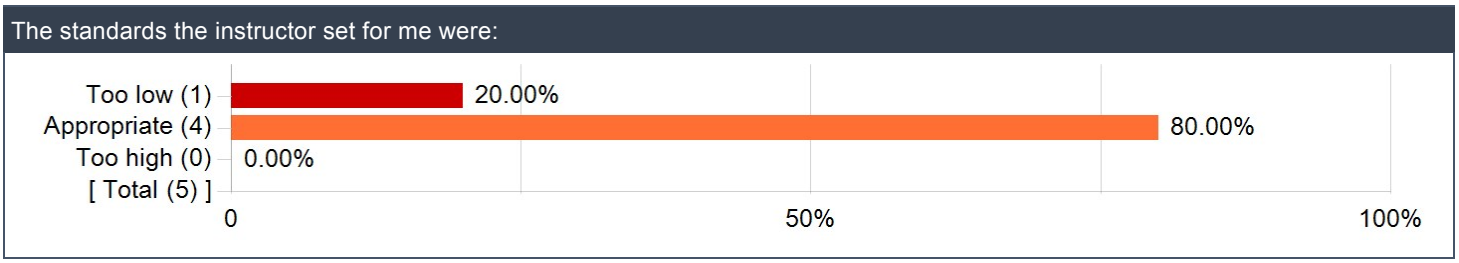
6. The instructor provided feedback that was helpful to me.



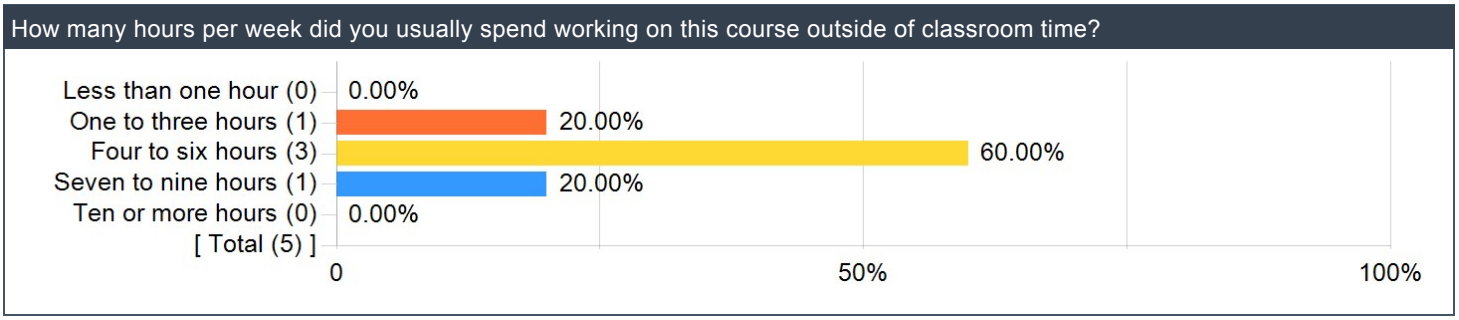
7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



The standards the instructor set for me were:



How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments
We reviewed many math knowledge that are important to quantitative research.
Jungmin is super nice to us, he always come prepared and always asks if we have any question every time after he teaches a sub–section. So the learning atmosphere was very encouraging and he patiently explains concepts we/I do not know and made sure we/I get it.
Jungmin has been very responsive throughout the semester. He replied to emails and questions very quickly. He has been always reachable. He has genuinely cared whether we are making progress.

If you were teaching this course, what would you do differently?

Comments
The content needs to be truncated. The knowledge irrelevant to political science should be omitted. It is very difficult to understand all of the knowledge points if students have not learned them before.
Wish we had longer lecture to cover more in detail and learn more from Jungmin.
I would provide more example questions during the classes. Examples enable me to understand the subject more easily.

Remote Instruction and Learning Questions

As part of the University's response to the COVID-19 pandemic, many courses continued to hold remote class meetings during all or part of the fall term. Students were asked to provide feedback about the remote aspect of the course.

Instructor Interaction

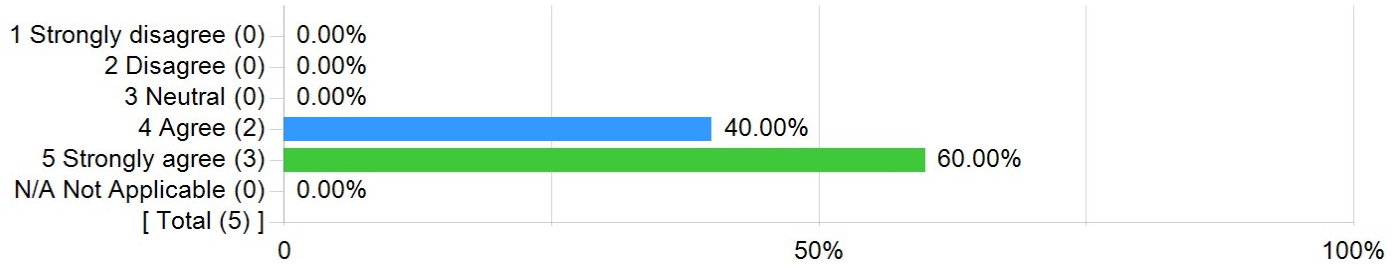
Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor during the remote aspect of this course.	5	4.60	0.55

Course Resources

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework during the remote aspect of this course.	5	4.60	0.55

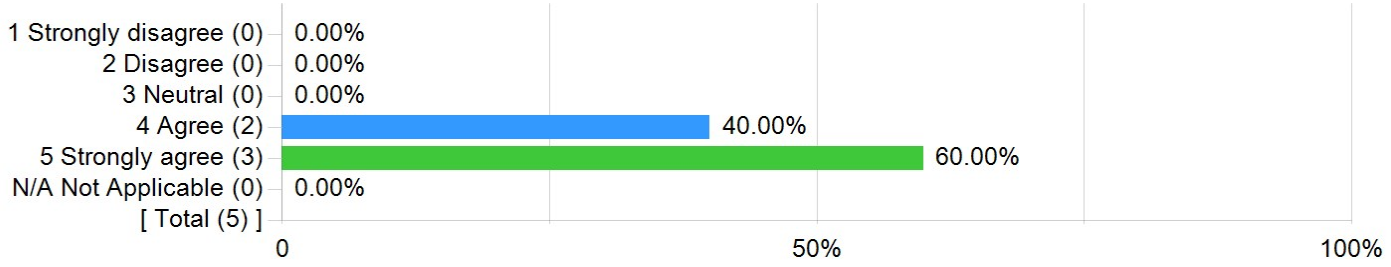
Instructor and Course Details

I was able to interact effectively with the instructor during the remote aspect of this course.



Statistics	Value
Invited Count	6
Response Count	5
Response Ratio	83.33%
Mean	4.60
Median	5.00
Mode	5
Standard Deviation	0.55

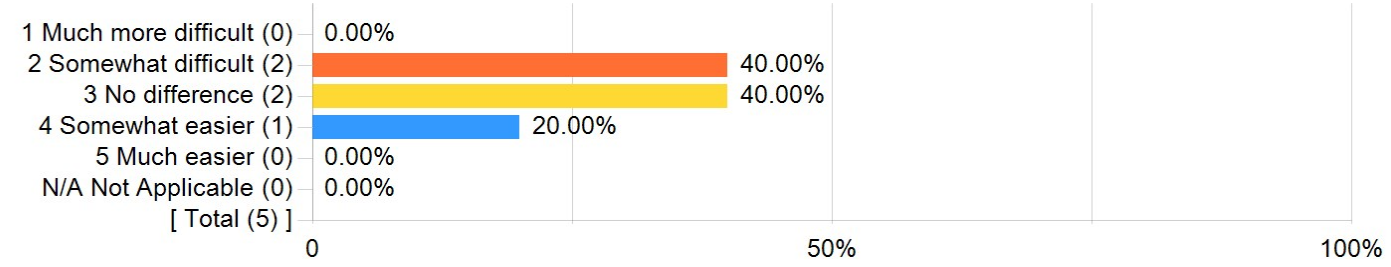
I had the resources I needed to finish my coursework during the remote aspect of this course.



Statistics	Value
Invited Count	6
Response Count	5
Response Ratio	83.33%
Mean	4.60
Median	5.00
Mode	5
Standard Deviation	0.55

Level of Difficulty

The remote aspect of this course made it (blank) for me to learn.



Statistics	Value
Invited Count	6
Response Count	5
Response Ratio	83.33%
Mean	2.80
Median	3.00
Mode	2, 3
Standard Deviation	0.84

What do you think the University should know about your experience as a student in the current remote learning situation?

Students
I hope we have more printing quota for readings, as the additional screen facing lecture time is really causing eye fatigue.

Summer 2021 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1100 - Lecture

Project Title: **2217 - Teaching Survey Summer 2021**

Courses Audience: **32**
Responses Received: **20**
Response Rate: **62.50%**

Report Comments

Included in this report:

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- Responses to instructor added questions (if applicable)
- Student comments

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Creation Date: **Monday, August 16, 2021**

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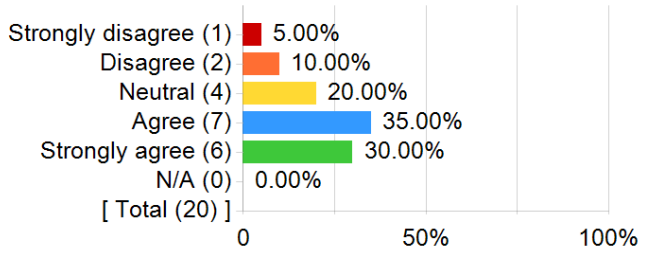
Dietrich School of Arts and Sciences Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	20	3.75	1.16
The instructor was prepared for class.	20	4.55	0.76
The instructor treated students with respect.	20	4.65	0.67
The instructor was available to me (in-person, electronically, or both).	20	4.65	0.67
The instructor evaluated my work fairly.	20	4.50	0.89
The instructor provided feedback that was helpful to me.	20	4.45	1.05
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	20	3.95	1.15

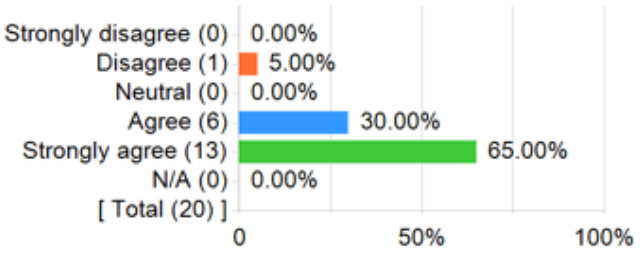
Detailed Responses

1. The instructor created an atmosphere that kept me engaged in course content.



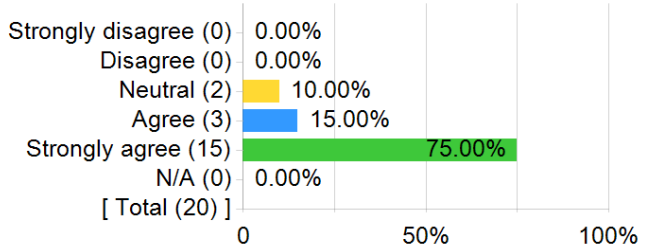
Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	3.75
Median	4.00
Mode	4
Standard Deviation	1.16

2. The instructor was prepared for class.



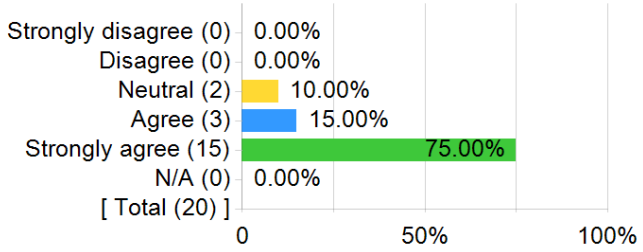
Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	4.55
Median	5.00
Mode	5
Standard Deviation	0.76

3. The instructor treated students with respect.



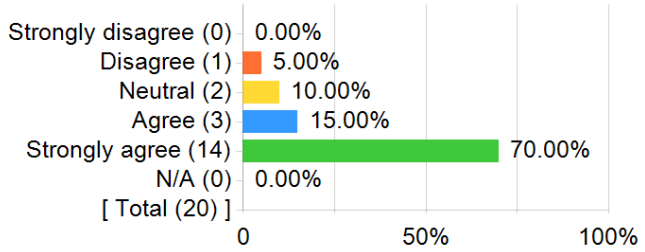
Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	4.65
Median	5.00
Mode	5
Standard Deviation	0.67

4. The instructor was available to me (in-person, electronically, or both).



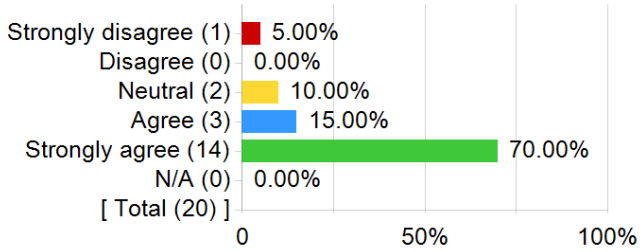
Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	4.65
Median	5.00
Mode	5
Standard Deviation	0.67

5. The instructor evaluated my work fairly.



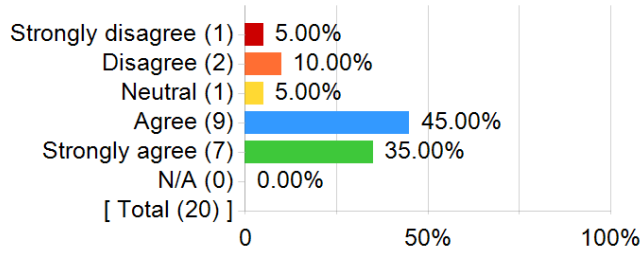
Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.89

6. The instructor provided feedback that was helpful to me.



Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	4.45
Median	5.00
Mode	5
Standard Deviation	1.05

7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	3.95
Median	4.00
Mode	4
Standard Deviation	1.15

The standards the instructor set for me were:

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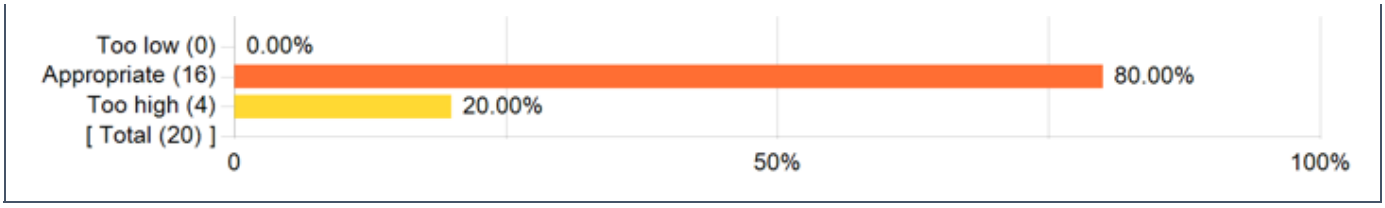
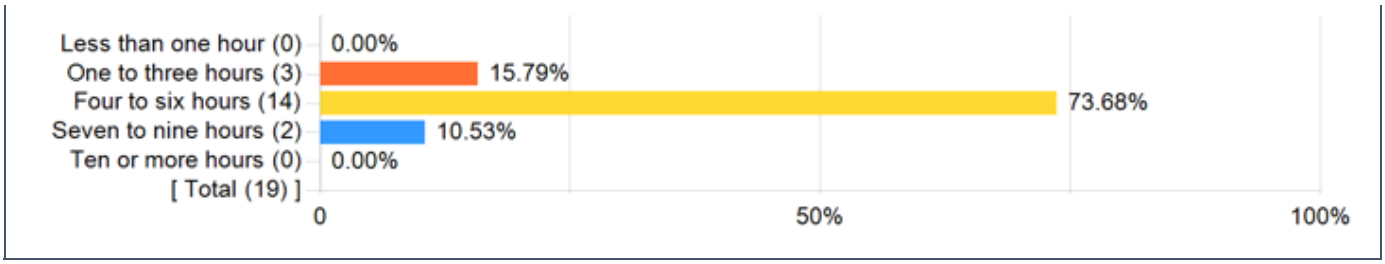


How many hours per week did you usually spend working on this course outside of classroom time?

How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments
I liked how we would review certain skills for R in class because that made it easier to figure out the homework assignments.
I really enjoyed that the class was broken up into sections that allowed the students to understand the conceptual information and the programming at two different times so that it did not get confusing. It was organized very well.
I enjoyed learning R Markdown and I felt like Jungmin gave great PDFs of coding examples and explanations.
The course during lecture is taught in sections with breaks in between and an outline to follow each lecture. The instructor provided instructions for the R program as well as discussing and demonstrating the material prior to our assignment being due. The assignments are given on a Thursday and we have until Tuesday morning by 8:30 am to complete them, which kept things more streamlined for me to complete.
I liked how I was able to use a software called RStudio, which was tricky for me at times.
I enjoyed the structure and weight of the assignments. They aided my understanding. I also felt how he broke up the classes into sections was helpful.
The breaks in between allowed me to recharge during the three–hour lecture
I liked the examples that were used, they were very helpful.
Everything was explained thorughly with examples to reinforce understanding
Our professor knows his stuff. I liked the way that each lecture was divided into segments as it made it easy to digest the large amount of information that we had to absorb in each 3.5 hour lecture. Also the R assignments were easy to understand, thanks to the word we did during class with R.
There was outside assignments, but it was not overwhelming which I think kept me motivated to come to class and learn more because the work was not being piled on.
I found the lectures to be very engaging and helpful.
Used slides that presented key topics very clearly, was always available to help students succeed.
Literally nothing lmao this was absolutely awful
Interesting ideas behind seeing through statistics and knowing issues with poling

If you were teaching this course, what would you do differently?

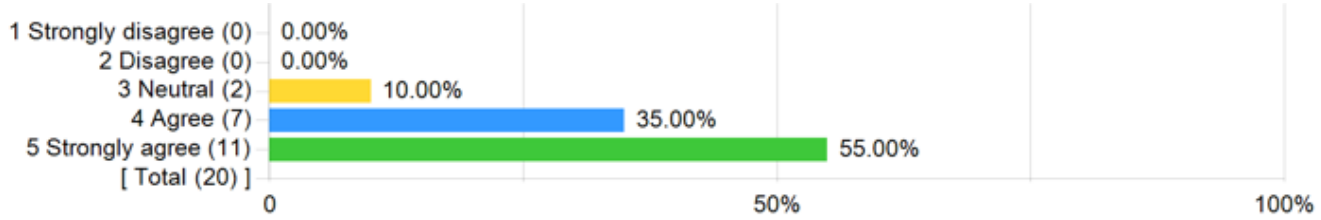
Comments
n/a
I would not do anything differently.
I would spend more time on definitions of key concepts during lectures.
N/A
I would take the examples on the HTML files my instructor put on Canvas for our assignments seriously, so students have a lot more to work with.
Perhaps engage students more within the lectures, but I understand this is difficult online.
Include more R examples, I really struggled with understanding some of the code in the assignments
not over zoom, which couldnt be helped in this case
I would maybe find a way to give out more practice problems for the statistics related content.
Probably host R sessions outside of class as well. Just as something extra for those students who had issues, where a group can come together and sort of work out any questions they have with the professor.
I would do nothing differently.
more variation in assignments
I would actually go over how R Studio works and how it'll actually help us or relate to us in the future. I would actually make the assignments more doable and assign them based off of lecture material. I would also be a lot more prepared for the class. This class did not help me and made me more confused every single week
Too Quick
I would not have put as much emphasis on programing (Rstudio). You are making programing upwards of 33% of an assignment. We are political science majors and have little to know background knowledge of programing.

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	20	4.45	0.69

Details

The instructor creates an inclusive learning environment for all students.



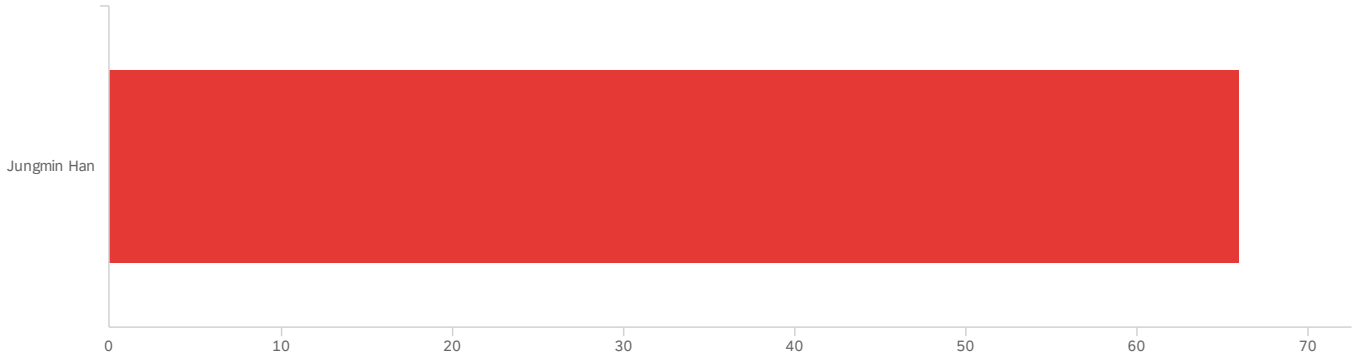
Statistics	Value
Invited Count	32
Response Count	20
Response Ratio	62.50%
Mean	4.45
Median	5.00
Mode	5
Standard Deviation	0.69

Initial Report

[PoliSci] Spring 2020 Mid-Term Evaluation Recitation Survey

February 20, 2020 9:08 AM MST

Q24 - Who is your recitation instructor for PS 0700 - Research Methods?

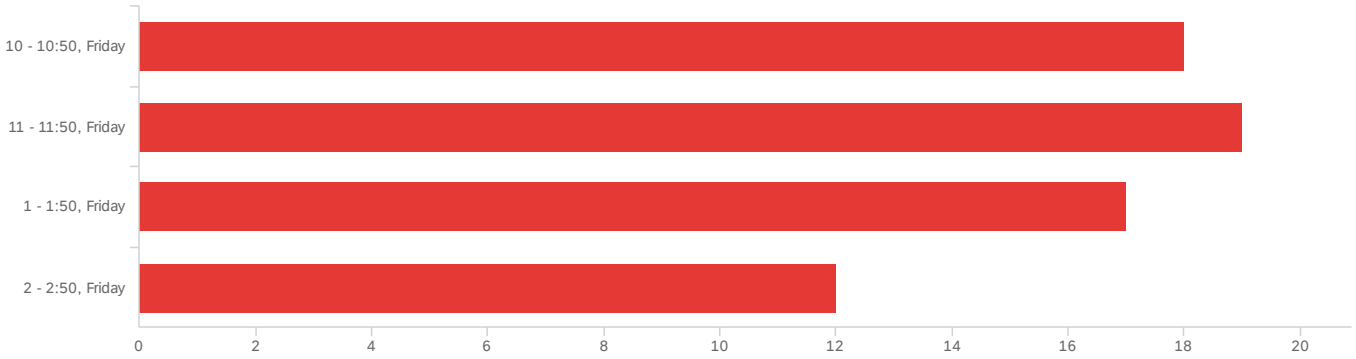


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Who is your recitation instructor for PS 0700 - Research Methods?	1.00	1.00	1.00	0.00	0.00	66

#	Field	Choice Count	
1	Jungmin Han	100.00%	66

Showing rows 1 - 1 of 1

Q25 - What recitation section are you enrolled in?

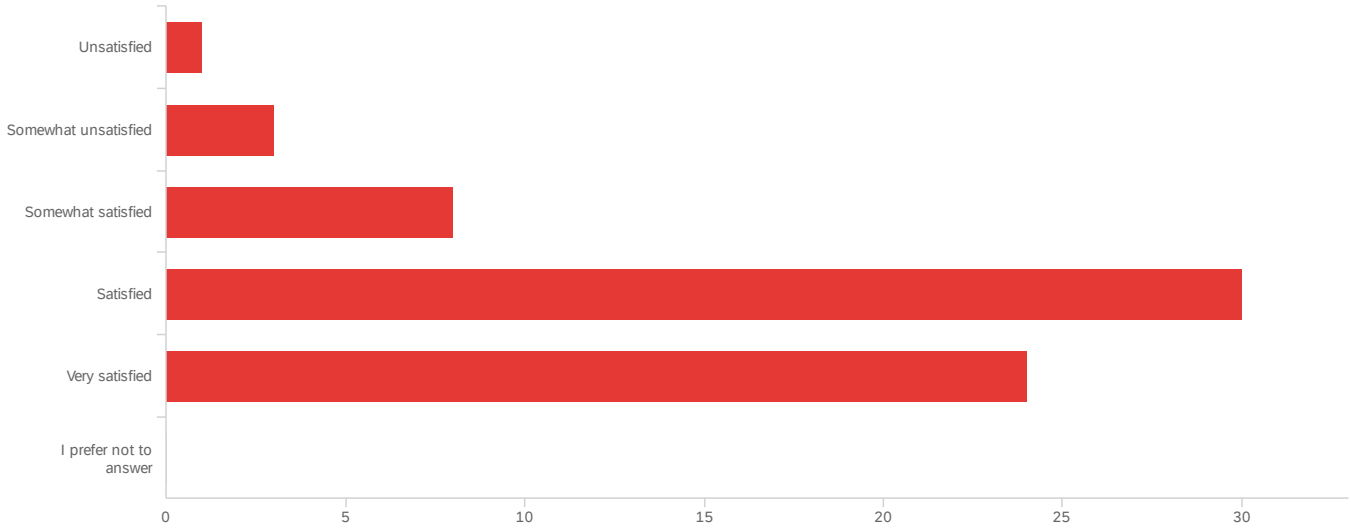


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What recitation section are you enrolled in?	2.00	6.00	4.11	1.45	2.09	66

#	Field		Choice Count
2	10 - 10:50, Friday	27.27%	18
5	11 - 11:50, Friday	28.79%	19
4	1 - 1:50, Friday	25.76%	17
6	2 - 2:50, Friday	18.18%	12
			66

Showing rows 1 - 5 of 5

Q5 - How satisfied are you with the quality of teaching by your recitation instructor?

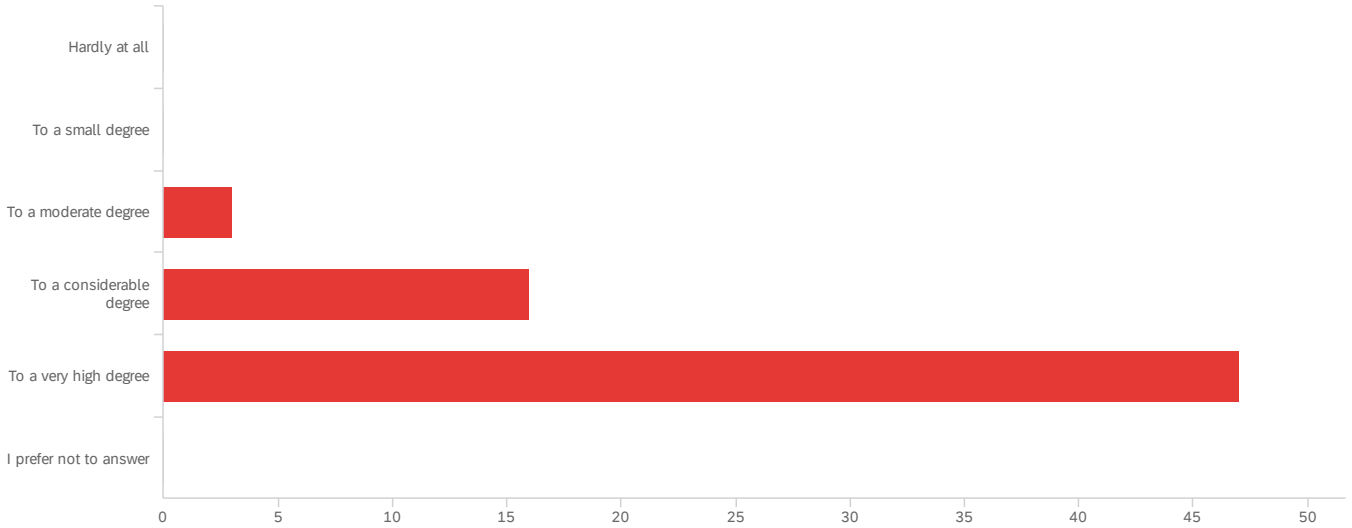


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the quality of teaching by your recitation instructor?	1.00	5.00	4.11	0.89	0.79	66

#	Field		Choice Count
1	Unsatisfied	1.52%	1
2	Somewhat unsatisfied	4.55%	3
3	Somewhat satisfied	12.12%	8
4	Satisfied	45.45%	30
5	Very satisfied	36.36%	24
6	I prefer not to answer	0.00%	0
			66

Showing rows 1 - 7 of 7

Q7 - The recitation instructor is well-prepared for the recitations:

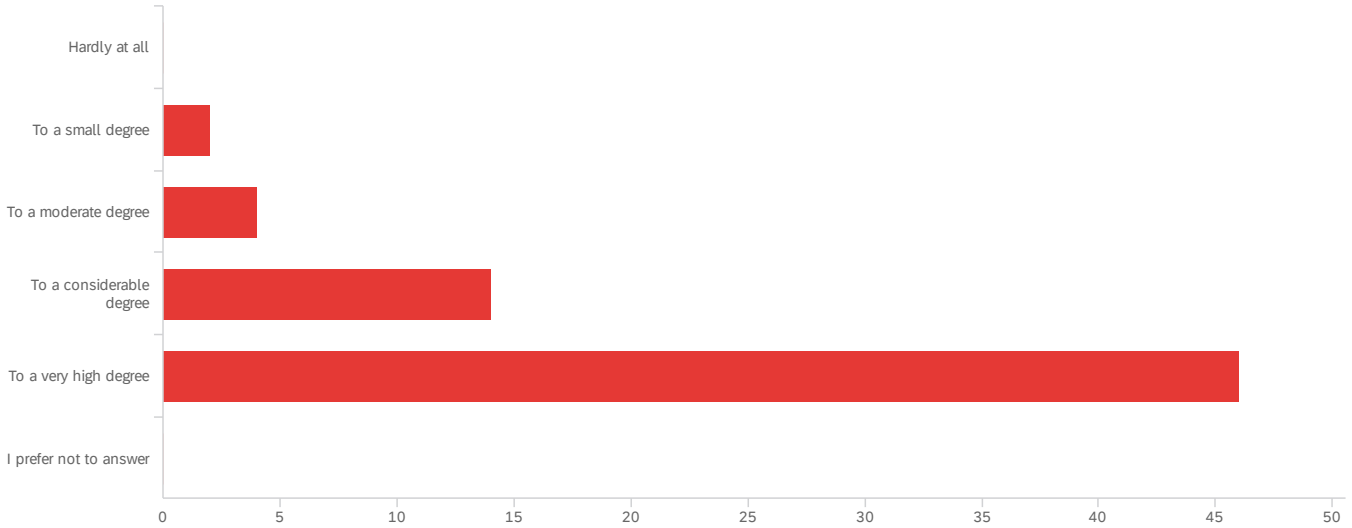


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor is well-prepared for the recitations:	3.00	5.00	4.67	0.56	0.31	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	0.00%	0
3	To a moderate degree	4.55%	3
4	To a considerable degree	24.24%	16
5	To a very high degree	71.21%	47
6	I prefer not to answer	0.00%	0
			66

Showing rows 1 - 7 of 7

Q8 - The recitation instructor makes effective use of time in the recitation:

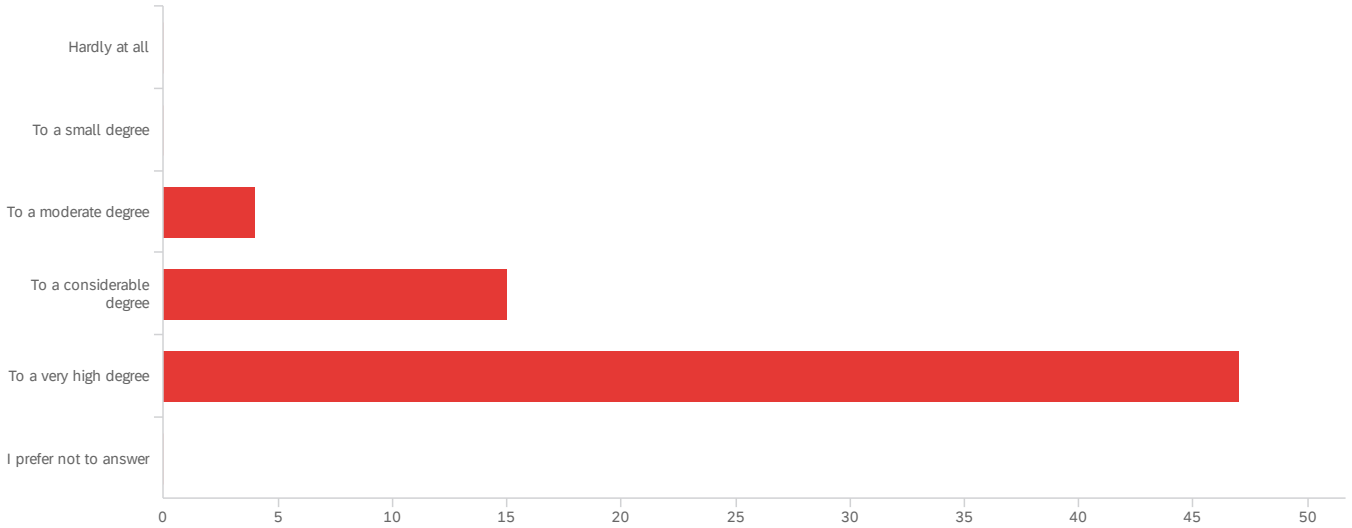


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor makes effective use of time in the recitation:	2.00	5.00	4.58	0.74	0.55	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	3.03%	2
3	To a moderate degree	6.06%	4
4	To a considerable degree	21.21%	14
5	To a very high degree	69.70%	46
6	I prefer not to answer	0.00%	0
			66

Showing rows 1 - 7 of 7

Q9 - The recitation instructor appears knowledgeable about course subject matter:

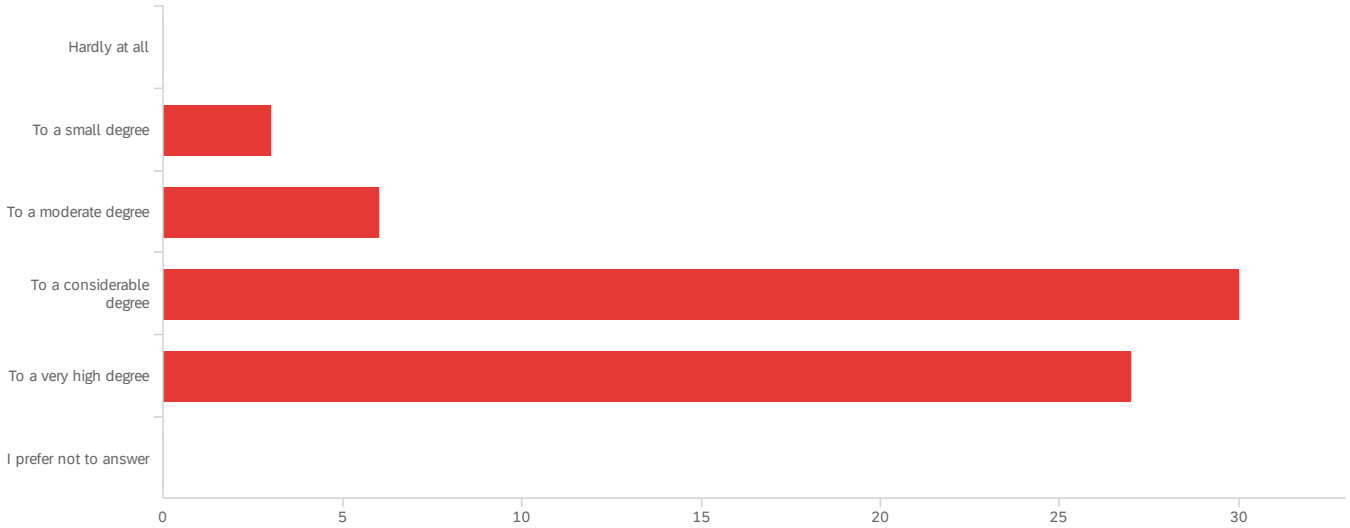


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor appears knowledgeable about course subject matter:	3.00	5.00	4.65	0.59	0.35	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	0.00%	0
3	To a moderate degree	6.06%	4
4	To a considerable degree	22.73%	15
5	To a very high degree	71.21%	47
6	I prefer not to answer	0.00%	0
			66

Showing rows 1 - 7 of 7

Q10 - The recitation instructor teaches the course material effectively:

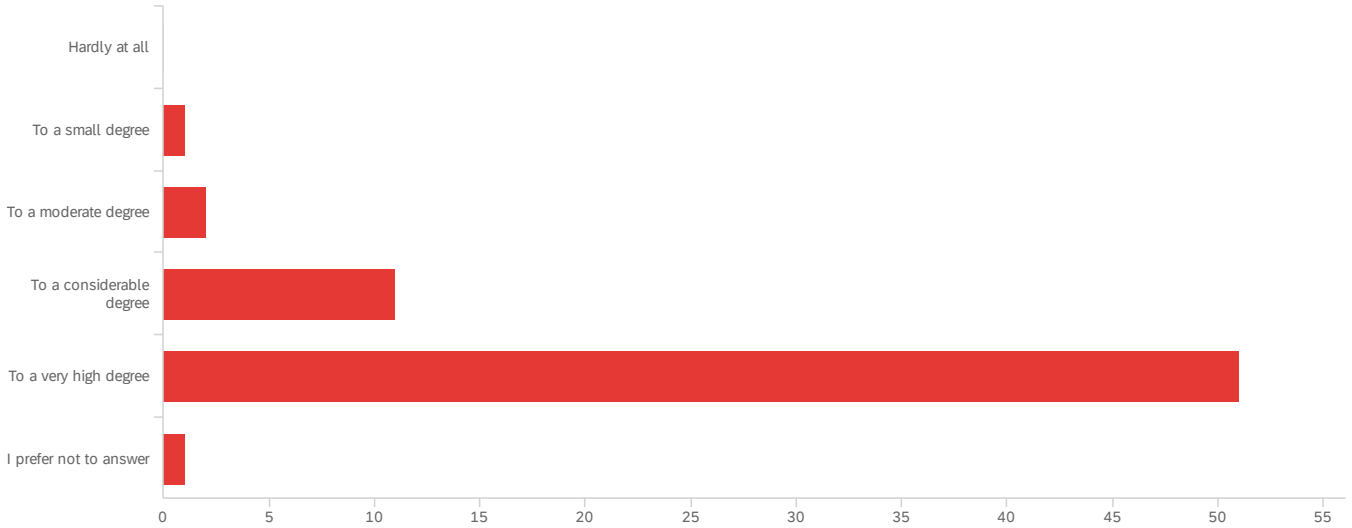


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor teaches the course material effectively:	2.00	5.00	4.23	0.79	0.63	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	4.55%	3
3	To a moderate degree	9.09%	6
4	To a considerable degree	45.45%	30
5	To a very high degree	40.91%	27
6	I prefer not to answer	0.00%	0
			66

Showing rows 1 - 7 of 7

Q11 - The material covered in the recitation is well connected to the lectures:

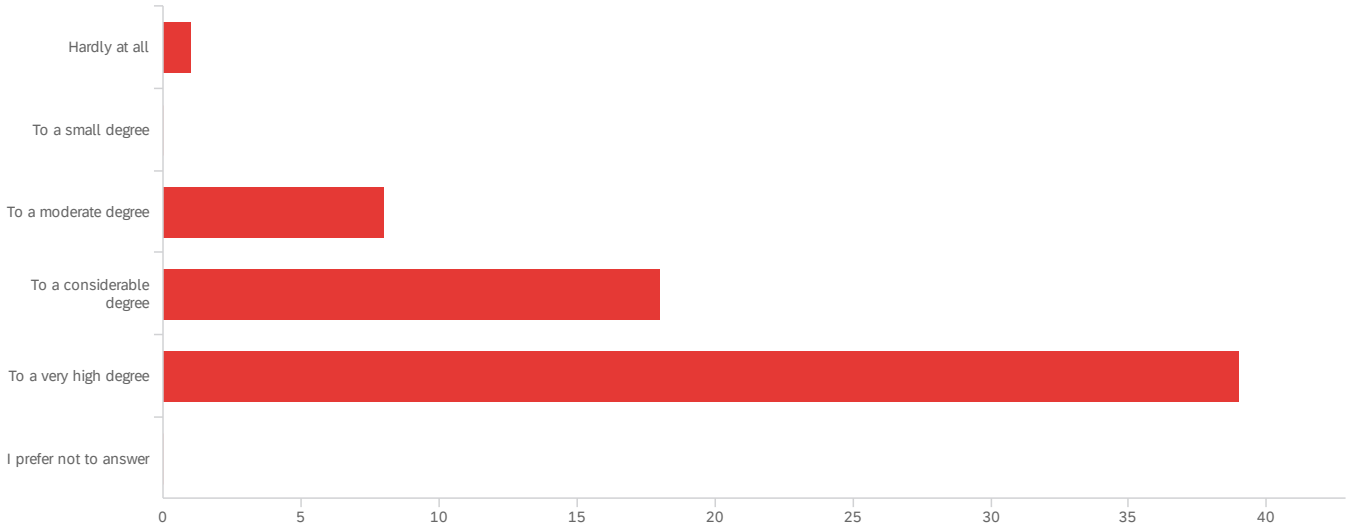


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The material covered in the recitation is well connected to the lectures:	2.00	6.00	4.74	0.61	0.37	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	1.52%	1
3	To a moderate degree	3.03%	2
4	To a considerable degree	16.67%	11
5	To a very high degree	77.27%	51
6	I prefer not to answer	1.52%	1
			66

Showing rows 1 - 7 of 7

Q12 - The recitation instructor shows interest in helping students succeed in the course:

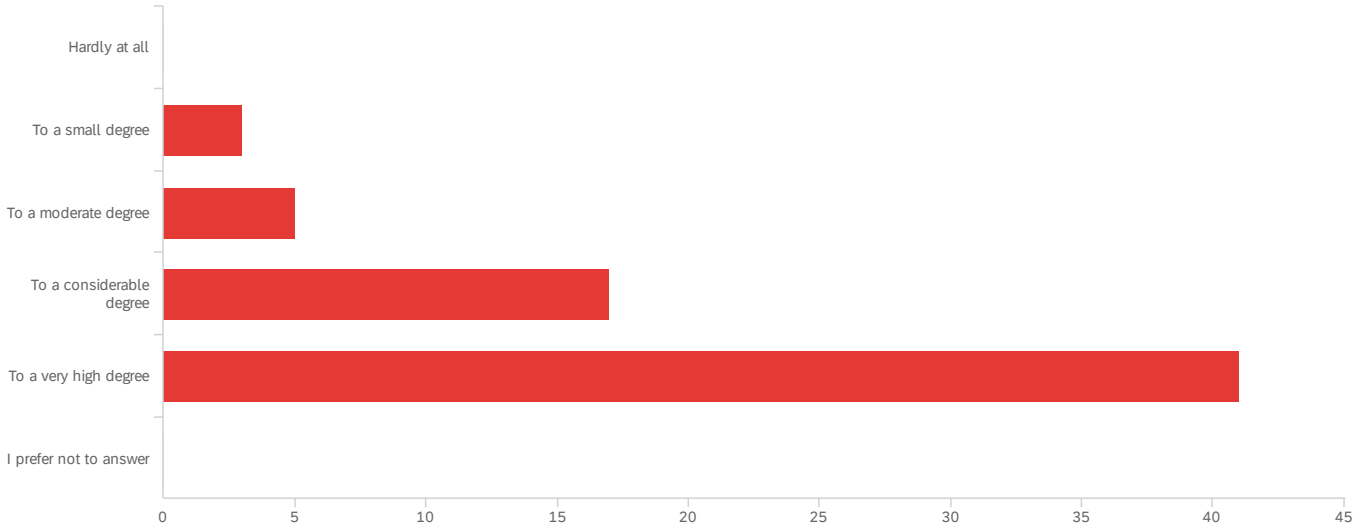


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor shows interest in helping students succeed in the course:	1.00	5.00	4.42	0.82	0.67	66

#	Field		Choice Count
1	Hardly at all	1.52%	1
2	To a small degree	0.00%	0
3	To a moderate degree	12.12%	8
4	To a considerable degree	27.27%	18
5	To a very high degree	59.09%	39
6	I prefer not to answer	0.00%	0
			66

Showing rows 1 - 7 of 7

Q13 - The recitation instructor maintains an environment in which students feel comfortable asking questions:

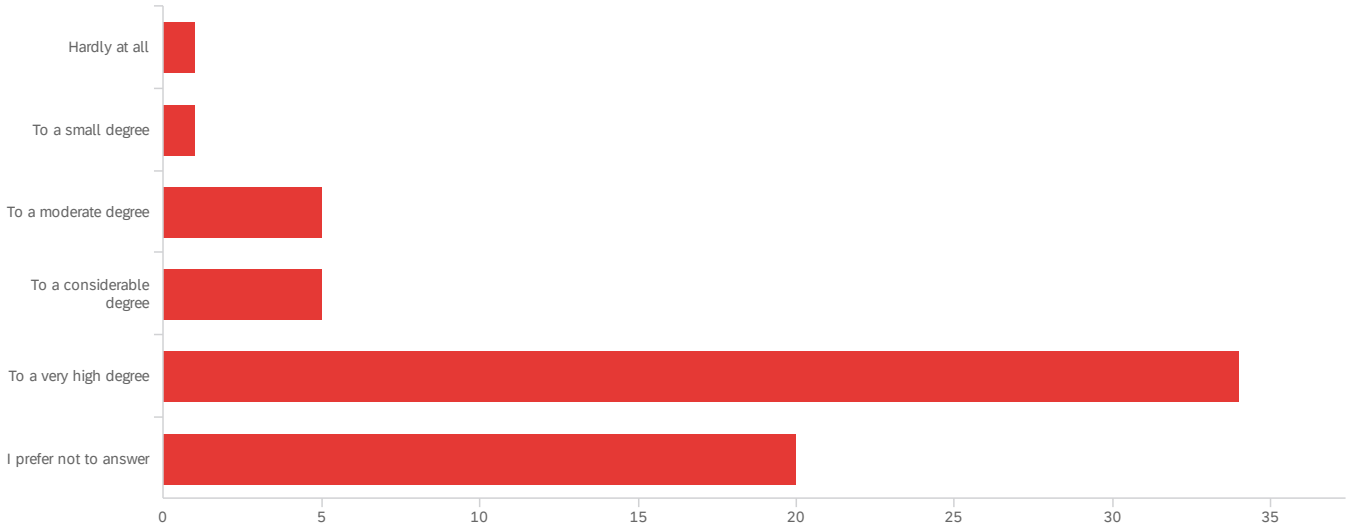


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor maintains an environment in which students feel comfortable asking questions:	2.00	5.00	4.45	0.82	0.67	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	4.55%	3
3	To a moderate degree	7.58%	5
4	To a considerable degree	25.76%	17
5	To a very high degree	62.12%	41
6	I prefer not to answer	0.00%	0
			66

Showing rows 1 - 7 of 7

Q14 - The recitation instructor grades assignments within a reasonable amount of time:

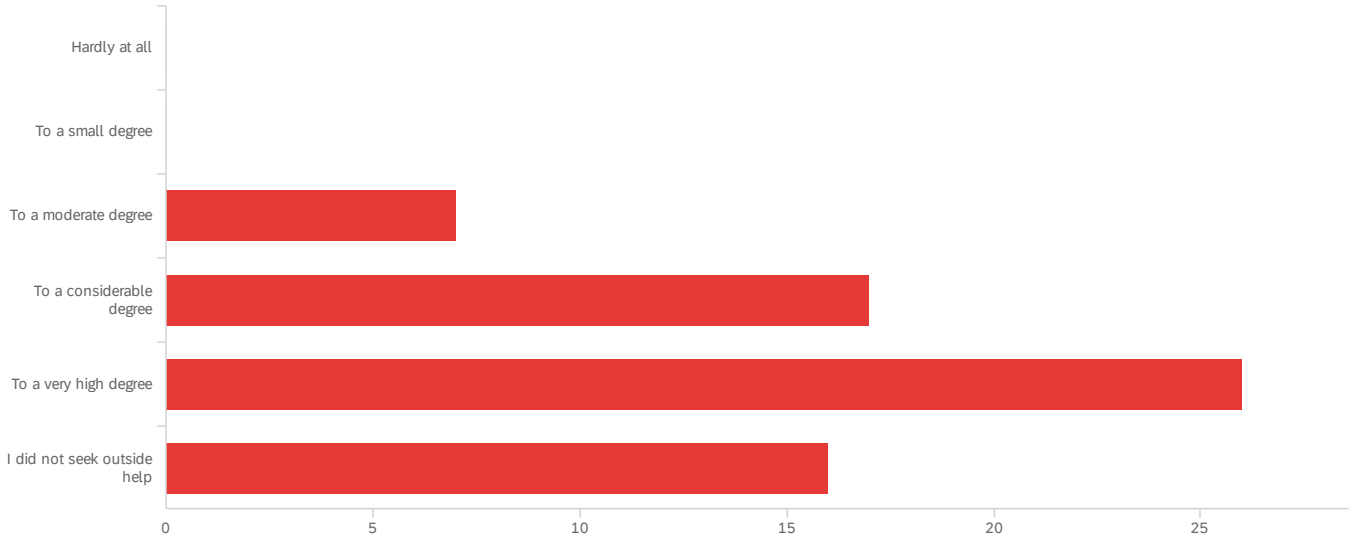


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor grades assignments within a reasonable amount of time:	1.00	6.00	4.97	1.03	1.06	66

#	Field		Choice Count
1	Hardly at all	1.52%	1
2	To a small degree	1.52%	1
3	To a moderate degree	7.58%	5
4	To a considerable degree	7.58%	5
5	To a very high degree	51.52%	34
6	I prefer not to answer	30.30%	20
			66

Showing rows 1 - 7 of 7

Q15 - The recitation instructor is available for help outside of the class:

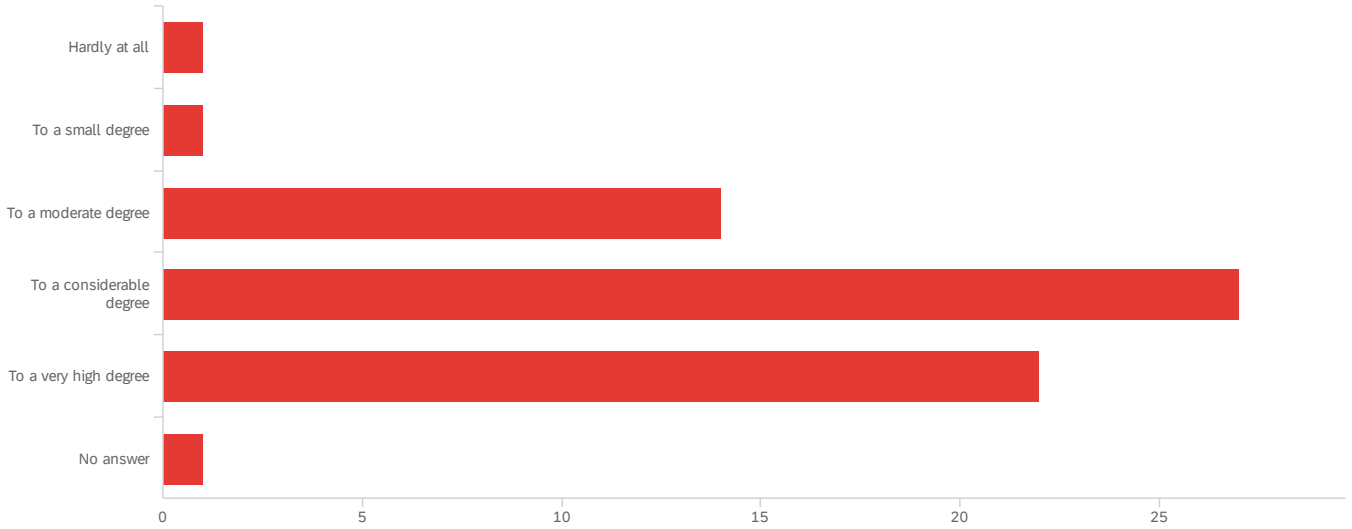


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor is available for help outside of the class:	3.00	6.00	4.77	0.93	0.87	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	0.00%	0
3	To a moderate degree	10.61%	7
4	To a considerable degree	25.76%	17
5	To a very high degree	39.39%	26
6	I did not seek outside help	24.24%	16
			66

Showing rows 1 - 7 of 7

Q16 - The recitation instructor communicates well in spoken English: (Mark "No answer" if your recitation instructor is a native English speaker.)

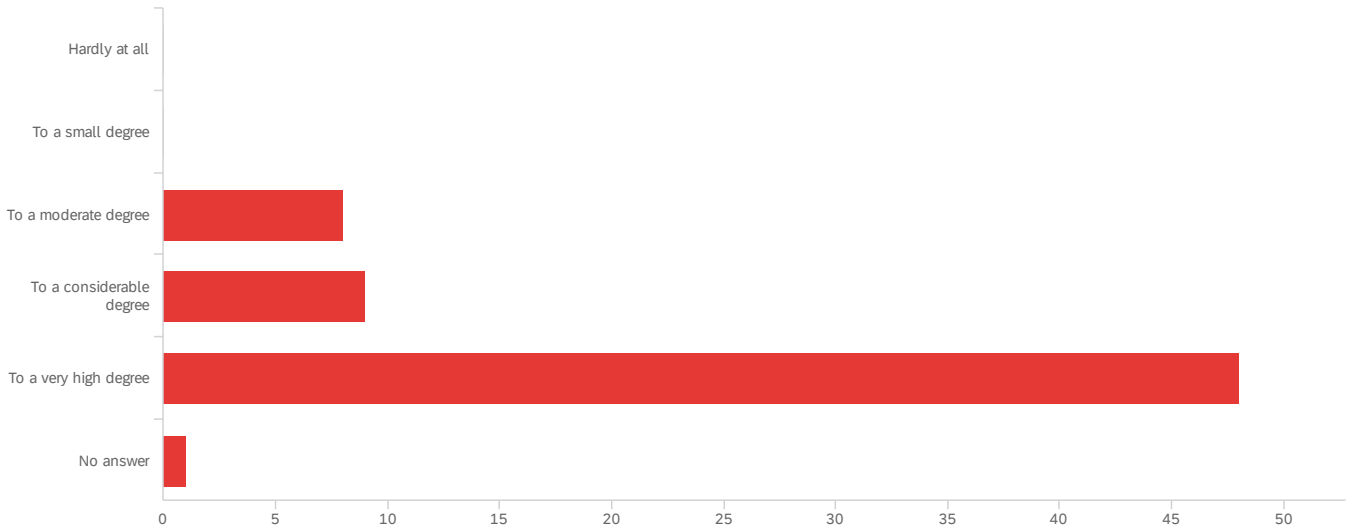


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor communicates well in spoken English: (Mark "No answer" if your recitation instructor is a native English speaker.)	1.00	6.00	4.08	0.89	0.80	66

#	Field		Choice Count
1	Hardly at all	1.52%	1
2	To a small degree	1.52%	1
3	To a moderate degree	21.21%	14
4	To a considerable degree	40.91%	27
5	To a very high degree	33.33%	22
6	No answer	1.52%	1
			66

Showing rows 1 - 7 of 7

Q17 - The recitation instructor understands students' spoken English: (Mark "No answer" if your recitation instructor is a native English speaker.)

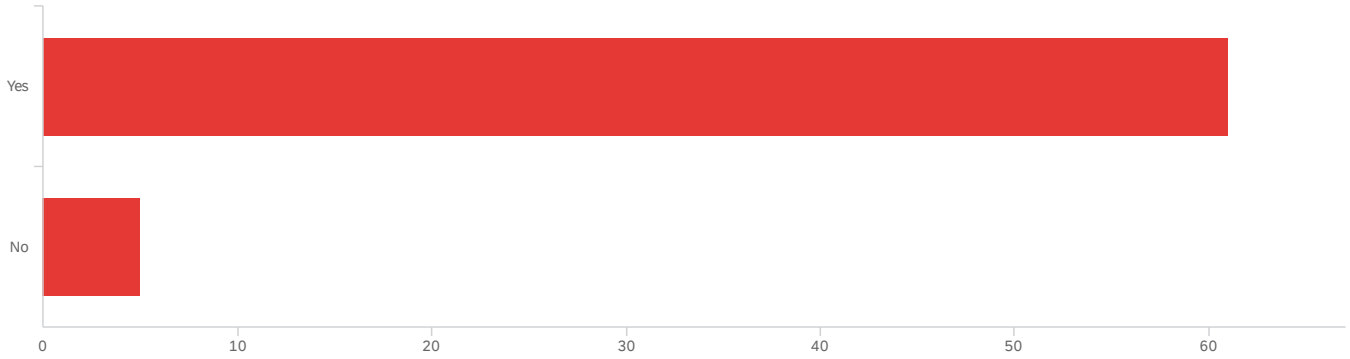


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The recitation instructor understands students' spoken English: (Mark "No answer" if your recitation instructor is a native English speaker.)	3.00	6.00	4.64	0.71	0.50	66

#	Field		Choice Count
1	Hardly at all	0.00%	0
2	To a small degree	0.00%	0
3	To a moderate degree	12.12%	8
4	To a considerable degree	13.64%	9
5	To a very high degree	72.73%	48
6	No answer	1.52%	1
			66

Showing rows 1 - 7 of 7

Q18 - Would you recommend this recitation instructor to other students?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend this recitation instructor to other students?	1.00	2.00	1.08	0.26	0.07	66

#	Field		Choice Count
1	Yes	92.42%	61
2	No	7.58%	5
			66

Showing rows 1 - 3 of 3

Q19 - Do you have any suggestions for the recitation instructor (or the main instructor) to improve the recitations?

Do you have any suggestions for the recitation instructor (or the main inst...
Reading quizzes to make sure everyone reads and can participate
I have no idea if I'm getting my participation points or not!!!!
His spoken English just needs improvement. Coming from an immigrant family I can appreciate the challenges he's facing coming to America to teach, but the effectiveness of his teaching is definitely limited by his English abilities. If he spoke in a more grammatically correct manner, and with a little better word choice, his teaching would be absolutely fantastic. But the grammar and speech is a big obstacle right now.
Would like to know recitation grades shortly after so as to be able to improve standing and grade in recitation.
I feel like more involved recitations like with activities would help
N/A
More group work within the pods we sat near
N/a
N/A
Less emphasis on the outside readings and maybe more emphasis on reviewing concepts from lecture. I understand that the readings are supposed to provide examples of what we learned in lecture, but maybe more time spent on gaining a solid grasp of lecture topics.
Make it more clear further in advance which articles are to be read for the week's recitation.
I honestly think it corresponds well with the lectures in enhancing what we have already learned by provided real world studies.
Perhaps posting the recitation slides to Courseweb!
No
n/a
No
N/A
would prefer more small group discussion in recitation

Do you have any suggestions for the recitation instructor (or the main inst...

-The review of the lecture material is often repetitive and boring, to be frank. I think time could be used more effectively if students have some time to ask specific questions about confusing material, rather than reviewing ALL the material. In one of my other classes, a list of ID terms was posted and students had the opportunity to discuss in small groups any confusing terms and then were allowed to ask the TA any questions. This would save time and move the lecture along! -I think that if we had fewer articles to read, more students may read them, and this might create a more engaging conversation. I find it difficult to read 5-6 articles for one session. -Sometimes I find it difficult to understand Jung Min; I think it would be helpful to me if you speak slower.

N/A

Jazz it up

Q20 - Is there any praise or compliment that you would like to convey to your recitation instructor?

Is there any praise or compliment that you would like to convey to your rec...
Jungmin is excellent
I like the articles we read.
He is clearly very intelligent and knowledgeable about the subject matter, as well as the field of political science in general. He conveys information in ways that make the information easier to understand and makes the concepts more tangible.
Great at using examples to help further understanding
I like the articles chosen for recitation and how it is linked to what we learned in the previous week.
Jungmin certainly tries his best to make the lectures engaging and exciting for his students, which we greatly appreciate. He is a fun lecturer and certainly engaged on the course material. He knows what he is talking about and makes efforts to connect with students, this is very evidence as he knows everyone's name in our recitation.
He seems to really care about how he teaches and relates to the students well because he is young.
The instructor clearly displays a passion for the subjects covered in lecture. He also encourages students to participate and pitch their ideas, through displaying that passion for the course.
He is very well prepared and clearly wants to see us succeed in the course!
He explains concepts in a way that I understand better than in the actual lectures.
Does a good job connecting the previous material with current material
I like Jungmin :)
Jungmin is able to keep the recitation section engaged and entertained despite the dry nature of the topics discussed.
He's doing great!!!
Material is covered well and connects nicely to lecture.
Very helpful at explaining complex topics from lecture. Very approachable and nice. Great TA!
I like that he covers everything we need to in recitation in the allocated time, he is never behind and spends a good amount of time on each concept.
Jungmin is very passionate and willing to help anyone that needs it. Nothing but good things to say!
He’s definitely one of my favorite TAs from the core political science courses. Really nice and funny guy that makes it easy to be engaged in class.

Is there any praise or compliment that you would like to convey to your rec...

Keep up the good work

N/A

He's very funny, which keeps us engaged.

Jungmin is very well prepared and caring

I think Jung Min is very personable and approachable for help or questions. I think he has a very interesting academic background that could allow for super interesting discussions.

I like the use of articles to contextualize the methods we study.

N/A

Keep up the great work, really enjoy your recitation!

I am grateful to have Jungmin as a recitation instructor, as he is knowledgeable about the course material, cares about helping students succeed, and is very responsive to suggestions from students. He is conscientious and works hard to communicate information in ways it will make sense to us, and he has created a class atmosphere in which I not only feel comfortable asking questions but also stating my opinion, something I am usually anxious about doing in a classroom. I cannot speak highly enough about the good experience I have had thus far in this recitation

End of Report

University of Pittsburgh

Spring 2020 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1130 - Recitation

Project Title: **2204 - Teaching Survey Spring 2020**

Courses Audience: **25**
Responses Received: **11**
Response Rate: **44.00%**

Subject Details	
Name	PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1130 - Recitation
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	21296
SECTION_NUMBER	1130
TERM_NUMBER	2204
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Jungmin
Last Name	Han
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

Student Opinion of Teaching Survey – Instructor Report
Report Guidelines for Spring/Summer 2020

Provost Cudd has provided guidelines for Student Opinion of Teaching Surveys for Spring and Summer 2020.

No copy of this report will be released to anyone other than the individual faculty member. If you choose to provide a copy of this report to your dean, chair, or other administrator, you may download a PDF copy to send.

Additional questions were added at the request of the Office of the Provost to surveys completed after March 23rd in order to gather student input about the remote learning experience.

Included in this report:
- Responses to Remote Instruction and Learning Questions
- Numerical results to Likert scaled items - Summary and Detailed Result
- Responses to Comments or Open-ended Questions
- Responses to additional School or Department Questions (if applicable)
- Responses to additional QP/Custom Questions (if applicable)

Collect student feedback early next term.
Read more about Midterm Course Surveys and the OMET option.

Creation Date: **Wednesday, June 03, 2020**

Technology powered by BLUE

Remote Instruction and Learning Questions

Students were asked to provide feedback about the move to remote instruction and learning as part of the University's response to the COVID-19 pandemic.

Instructor Interaction - Scale: Strongly Disagree (1) to Strongly Agree (5)

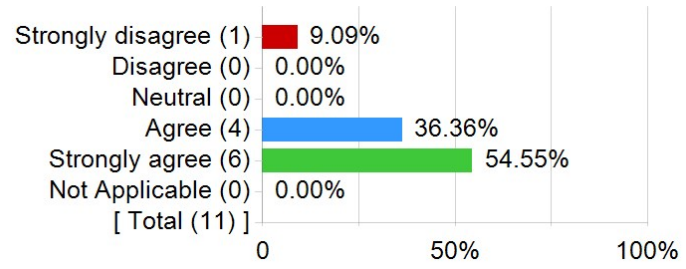
Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor after the course changed to remote instruction.	11	4.27	1.19

Course Resources - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.	11	3.64	1.43

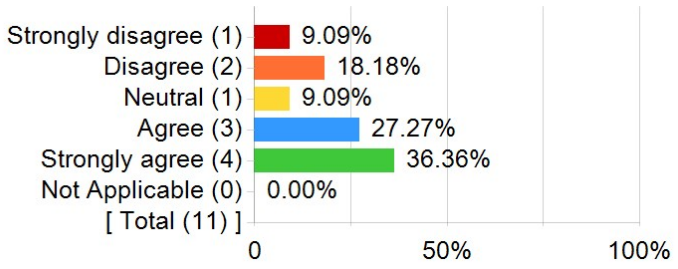
Instructor and Course Details

1. I was able to interact effectively with the instructor after the course changed to remote instruction.



Statistics	Value
Invited Count	25
Response Count	11
Response Ratio	44.00%
Mean	4.27
Median	5.00
Mode	5
Standard Deviation	1.19

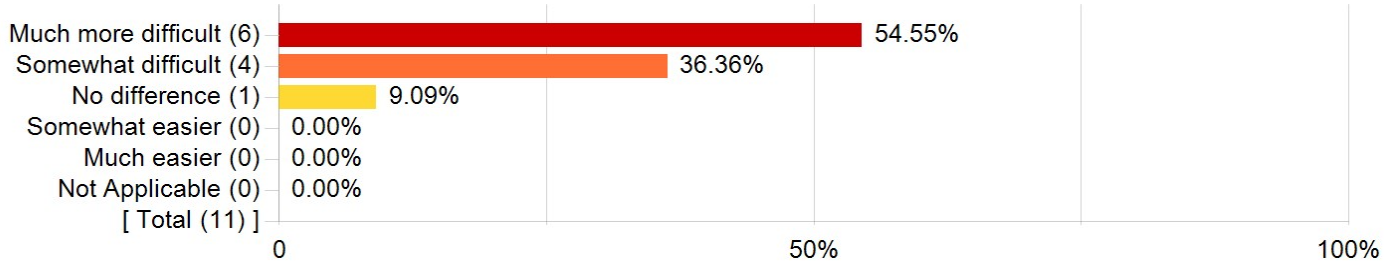
2. I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.



Statistics	Value
Invited Count	25
Response Count	11
Response Ratio	44.00%
Mean	3.64
Median	4.00
Mode	5
Standard Deviation	1.43

Move to the remote environment - Scale: Much more difficult (1) to much easier (5)

Moving to the remote environment made it (blank) for me to learn.



Statistics	Value
Invited Count	25
Response Count	11
Response Ratio	44.00%
Mean	1.55
Median	1.00
Mode	1

What do you think the University should know about your experience as a student in the current remote learning situation?

Comments
The transition happened quickly, but Jungmin did a great job at remotely teaching difficult material and was always available over email.
Not a reflection on the teacher. Jungmin was excellent. Remote learning is hell.
This course is not an easy one. It is meant to be taught in person so you're able to ask questions and receive immediate feedback. I will not be passing this course this semester because we went digital and I could not receive the help I needed to succeed.
Remote learning made learning this material far harder than it had to be– through the nature of online learning, not Jungmin's fault.
in this class since we were using a coding program, i had to miss some class due to university sanctioned events so i missed some important information. however since we were remote, it was tougher to ask questions and show my instructors visually what was wrong
There were many technical issues as we switched to online.

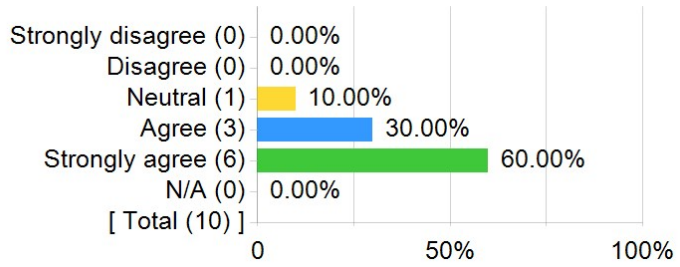
ARTSC Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

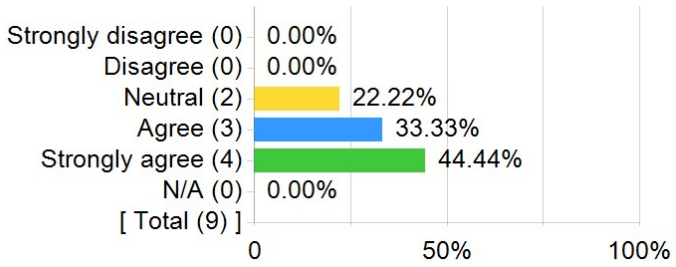
Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	10	4.50	0.71
The recitation instructor used appropriate examples to clarify difficult concepts.	9	4.22	0.83
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	11	4.36	1.21
The recitation enhanced my understanding of the class material.	11	3.91	1.45

Detailed Responses

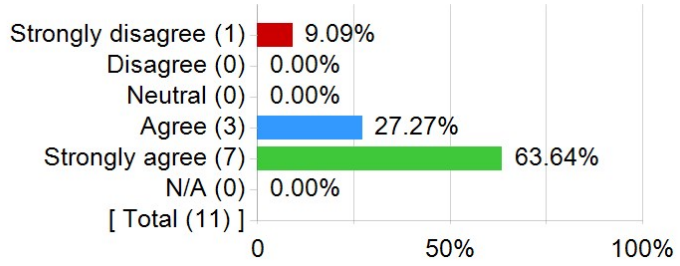
1. The recitation instructor was prepared for recitation.



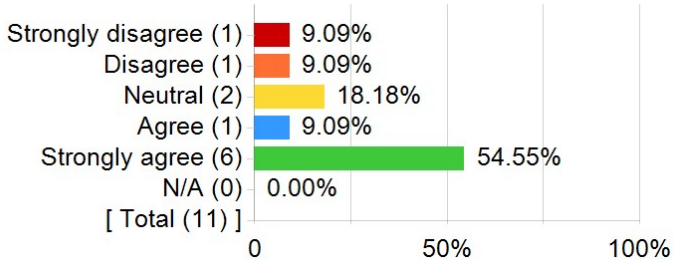
2. The recitation instructor used appropriate examples to clarify difficult concepts.



3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



4. The recitation enhanced my understanding of the class material.



Comments

What did you like best about the recitation instruction?

Comments
He summarized exactly what we needed to know and provided examples to further enhance lecture content. Taught our research software in a step by step method that really helped students such as me with little to no tech experience.
I liked the availability of the instructor and the exercises. At first I disliked them, but they prepared me well for the research exercise (I Hope).
nothing
I really liked the real–world articles we read to demonstrate the concepts we were learning in class. Going over a Stata example each recitation in the second half of the course also helped my understanding a lot. Mr. Han always made himself available to students and was receptive to feedback, which meant a lot.
I liked how knowledgable and versatile Jungmin was with the information. He treated everyone with respect.
good elaboration of lectures
Jungmin cares a lot about the students and cares about making his time available to us when needed. He puts in a lot of time and effort in teaching and it is very clear. He is very good at communicating as well.
Great at clarIfying materials, always super kind and helpful in office hours. He went above and beyond once courses were moved online for students. He is a wonderful TA and I view him with the utmost respect.
The readings were helpful and class time was well used.

If you were running this recitation, what would you do differently?

Comments
N/A
I wouldn't have so many research exercises at the end. Especially with a paper due in the same week. Going over how to do the exercise after it was due is also not helpful
I would not change anything.
I would sit down and do a whole day dedicated to STATA and not just assume that everyone in the room understands how to use it.
Nothing!
Spend more time on Stata and provide more instructions on how to use it.
more time dedicated to answering questions and demonstrations for when we use stata
Include better ways to get participation grades.
I would spend more time on STATA
I would better clarify each concept we learned in class instead of focusing on out of class readings. I would also more thoroughly explain the database

University of Pittsburgh

Spring 2020 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1135 - Recitation

Project Title: **2204 - Teaching Survey Spring 2020**

Courses Audience: **25**
Responses Received: **8**
Response Rate: **32.00%**

Subject Details	
Name	PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1135 - Recitation
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	21297
SECTION_NUMBER	1135
TERM_NUMBER	2204
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Jungmin
Last Name	Han
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

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- Responses to additional QP/Custom Questions (if applicable)

Collect student feedback early next term.
Read more about Midterm Course Surveys and the OMET option.

Creation Date: **Wednesday, June 03, 2020**

Technology powered by BLUE

Remote Instruction and Learning Questions

Students were asked to provide feedback about the move to remote instruction and learning as part of the University's response to the COVID-19 pandemic.

Instructor Interaction - Scale: Strongly Disagree (1) to Strongly Agree (5)

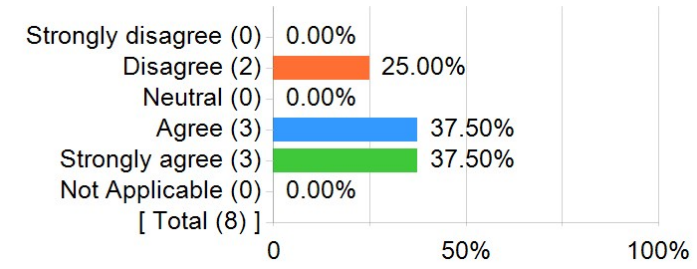
Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor after the course changed to remote instruction.	8	3.88	1.25

Course Resources - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.	8	3.25	1.67

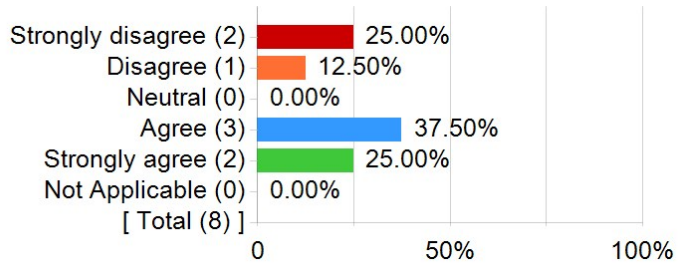
Instructor and Course Details

1. I was able to interact effectively with the instructor after the course changed to remote instruction.



Statistics	Value
Invited Count	25
Response Count	8
Response Ratio	32.00%
Mean	3.88
Median	4.00
Mode	4, 5
Standard Deviation	1.25

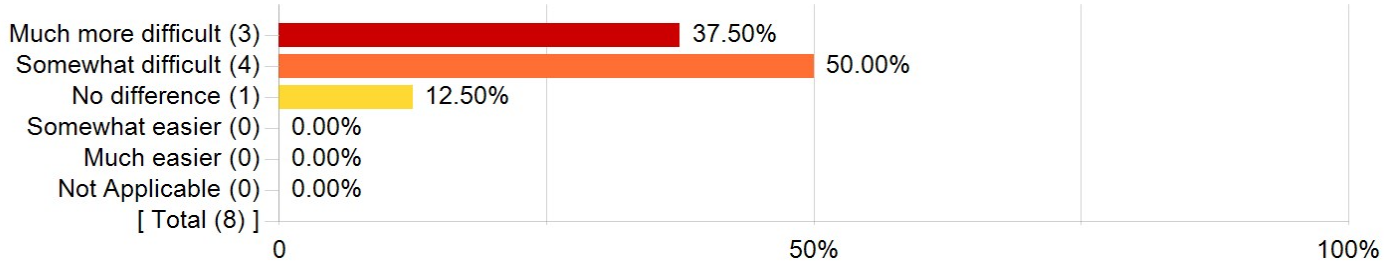
2. I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.



Statistics	Value
Invited Count	25
Response Count	8
Response Ratio	32.00%
Mean	3.25
Median	4.00
Mode	4
Standard Deviation	1.67

Move to the remote environment - Scale: Much more difficult (1) to much easier (5)

Moving to the remote environment made it (blank) for me to learn.



Statistics	Value
Invited Count	25
Response Count	8
Response Ratio	32.00%
Mean	1.75
Median	2.00
Mode	2

What do you think the University should know about your experience as a student in the current remote learning situation?

Comments
The technical issues interfered with online learning very often.
Not too bad. Wished for more uniform online platform to keep things organized.

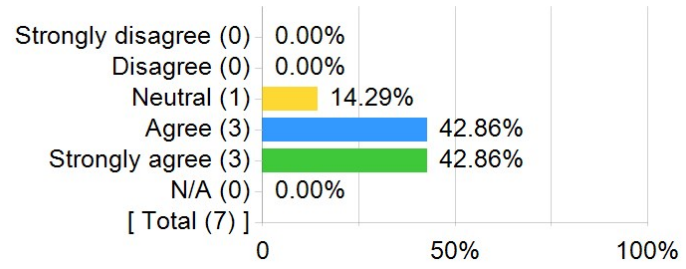
ARTSC Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

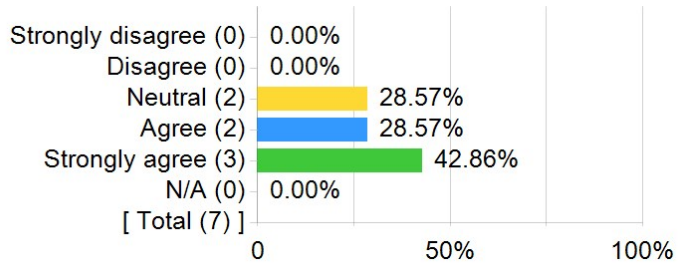
Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	7	4.29	0.76
The recitation instructor used appropriate examples to clarify difficult concepts.	7	4.14	0.90
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	8	4.25	1.04
The recitation enhanced my understanding of the class material.	8	3.63	1.19

Detailed Responses

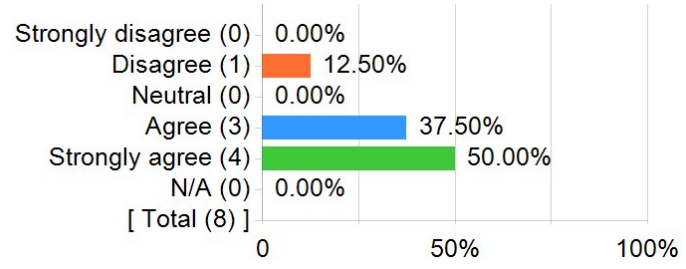
1. The recitation instructor was prepared for recitation.



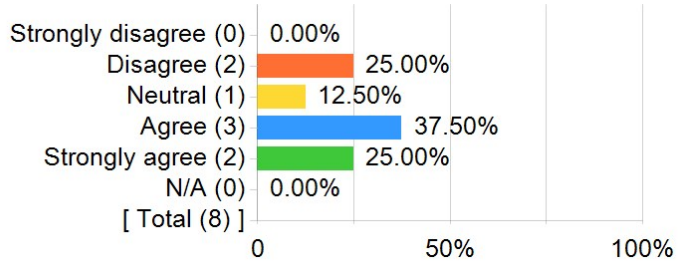
2. The recitation instructor used appropriate examples to clarify difficult concepts.



3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



4. The recitation enhanced my understanding of the class material.



Comments

What did you like best about the recitation instruction?

Comments
I liked how each recitation we went over more examples of the topics. Especially when it came to Stata
Very willing to clarify and return to concepts, always available outside of class and eager to help students.
Jungmin was always accessible for office hours and helpful with any and all questions that I had about material and Stata. I appreciated his enthusiasm and enjoyment about the topics.

If you were running this recitation, what would you do differently?

Comments
The expectations for participation were pretty high, expecting everyone in the class to participate multiple times per class period every recitation. This is difficult for students who struggle to speak up due to anxiety issues, as well as for people who are struggling to understand the material and may not feel confident enough in their answers to participate.
Try to slow down teaching of Stata or compile the codes more concisely. When looking through the powerpoints, it was difficult to determine which commands I needed to use efficiently.
I would probably have recorded the sessions so others can watch later.

University of Pittsburgh

Spring 2020 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1150 - Recitation

Project Title: **2204 - Teaching Survey Spring 2020**

Courses Audience: **24**
Responses Received: **6**
Response Rate: **25.00%**

Subject Details	
Name	PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1150 - Recitation
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	21298
SECTION_NUMBER	1150
TERM_NUMBER	2204
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Jungmin
Last Name	Han
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

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Collect student feedback early next term.
Read more about Midterm Course Surveys and the OMET option.

Creation Date: **Wednesday, June 03, 2020**

Technology powered by BLUE

Remote Instruction and Learning Questions

Students were asked to provide feedback about the move to remote instruction and learning as part of the University's response to the COVID-19 pandemic.

Instructor Interaction - Scale: Strongly Disagree (1) to Strongly Agree (5)

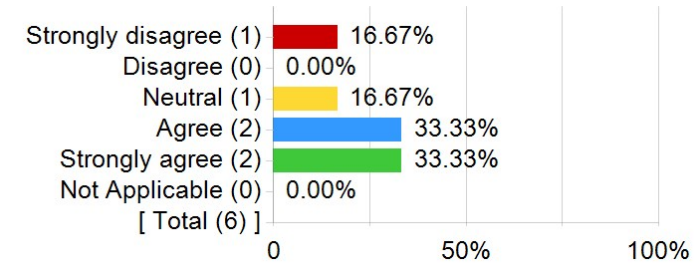
Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor after the course changed to remote instruction.	6	3.67	1.51

Course Resources - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.	6	3.67	1.37

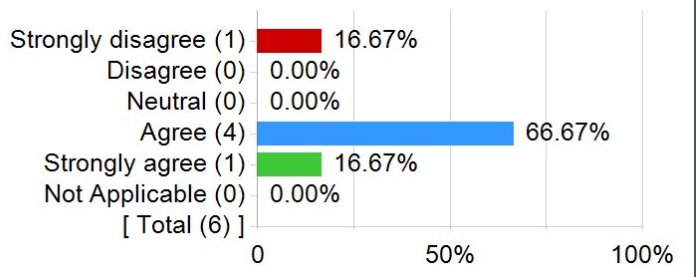
Instructor and Course Details

1. I was able to interact effectively with the instructor after the course changed to remote instruction.



Statistics	Value
Invited Count	24
Response Count	6
Response Ratio	25.00%
Mean	3.67
Median	4.00
Mode	4, 5
Standard Deviation	1.51

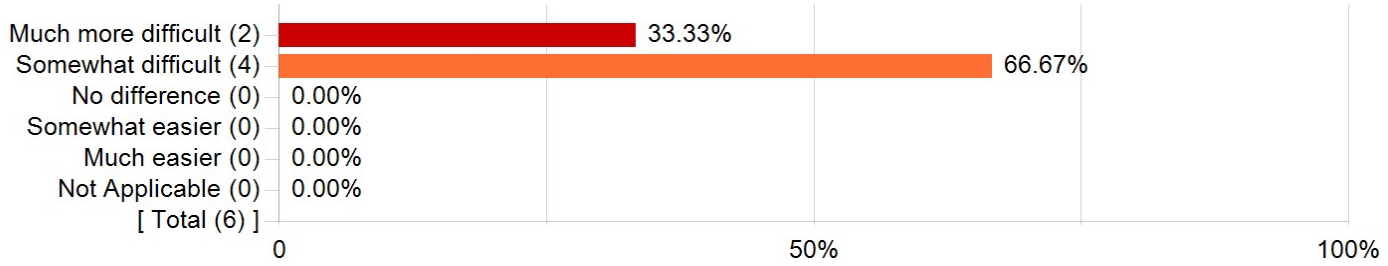
2. I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.



Statistics	Value
Invited Count	24
Response Count	6
Response Ratio	25.00%
Mean	3.67
Median	4.00
Mode	4
Standard Deviation	1.37

Move to the remote environment - Scale: Much more difficult (1) to much easier (5)

Moving to the remote environment made it (blank) for me to learn.



Statistics	Value
Invited Count	24
Response Count	6
Response Ratio	25.00%
Mean	1.67
Median	2.00
Mode	2

What do you think the University should know about your experience as a student in the current remote learning situation?

Comments
Recitation professor's computer audio often cut out, and there was nothing he could do about it. Lack of security had him get hacked, and we lost some class time.
N/A
This recitation wasn't effective prior to the shift to remote learning, and afterwards it was even more difficult. This instructor and TA specifically were not as flexible, and there were no adjustments to the expectations of our workload.
I experienced difficulty with technology issues. specifically, my laptop needed servicing at the most inopportune time possible. However, all of my professors worked hard to be accomodating to students in these difficult times. Additionally, as I'm sure many students have shared staying motivated and positive during remote learning has been incredibly difficult.

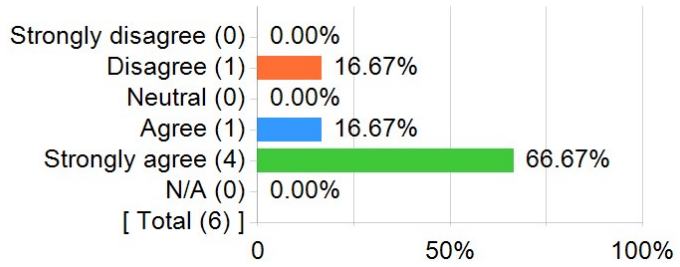
ARTSC Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

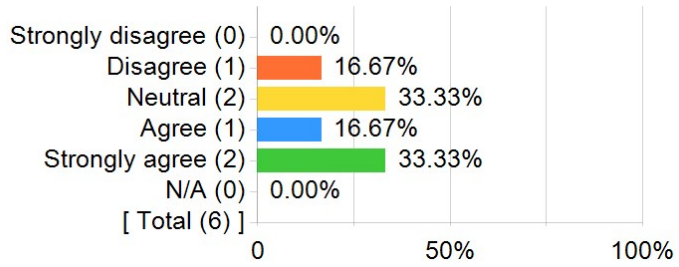
Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	6	4.33	1.21
The recitation instructor used appropriate examples to clarify difficult concepts.	6	3.67	1.21
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	6	4.17	1.60
The recitation enhanced my understanding of the class material.	6	3.67	1.51

Detailed Responses

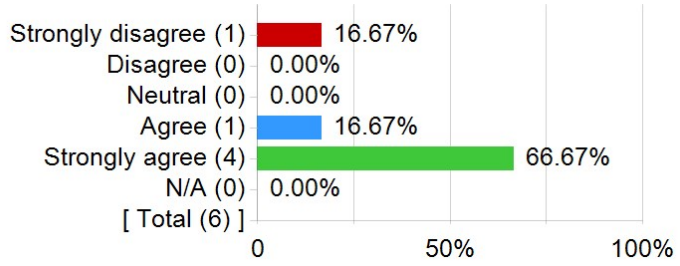
1. The recitation instructor was prepared for recitation.



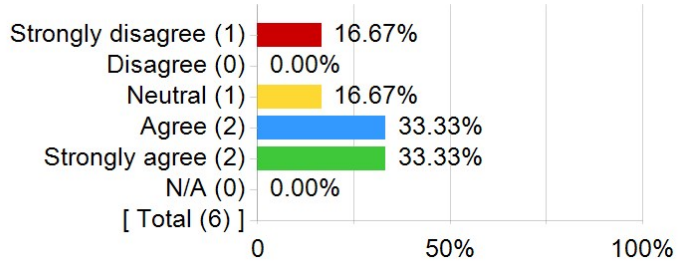
2. The recitation instructor used appropriate examples to clarify difficult concepts.



3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



4. The recitation enhanced my understanding of the class material.



Comments

What did you like best about the recitation instruction?

Comments
Helped make concepts easier to understand
Low–stakes classroom environment where applicable teaching and examples were used to explain challenging concepts.
It was very helpful and simplified/focused a lot of the more complex lecture material.
I didn't like this recitation; it wasn't accessible, once online the TA's internet access made recitation difficult, and I don't feel that there was time for questions or support.
Mr. Han was very understanding when it came to clarifying material and helpful with his examples.

If you were running this recitation, what would you do differently?

Comments
Nothing
One's participation point is not received in full unless you speak a certain amount of times. This is somewhat pressuring, given that there are so many of us in a classroom and that some students have more to input than others, or there aren't many opportunities to have input when the material is dry or time is low. This is more of a personal turn–off for myself and makes me anxious to say anything rather than something contributive or relevant, but I can understand that it works as motivation for some students. I would change this policy, and rather give out worksheets or homework– some other form of participation for those who have less to say or no time to say it.
Nothing
I'm not sure, but I think too much of recitation was just spent revisiting lectures, not clarifying or explaining.

University of Pittsburgh

Spring 2020 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1155 - Recitation

Project Title: **2204 - Teaching Survey Spring 2020**

Courses Audience: **25**
Responses Received: **11**
Response Rate: **44.00%**

Subject Details	
Name	PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1155 - Recitation
DEPARTMENT_CD	PS
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	21299
SECTION_NUMBER	1155
TERM_NUMBER	2204
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Jungmin
Last Name	Han
RANK_DESCR	Teaching Fellow
TENURE	NT

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Instructor Interaction - Scale: Strongly Disagree (1) to Strongly Agree (5)

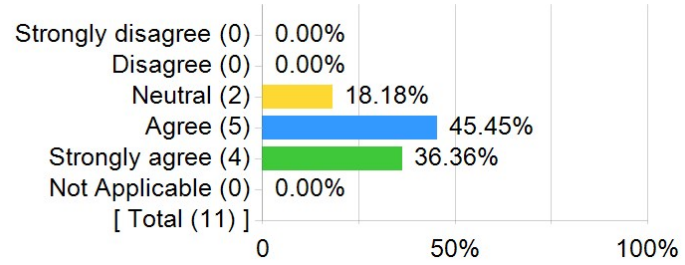
Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor after the course changed to remote instruction.	11	4.18	0.75

Course Resources - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.	11	4.00	1.00

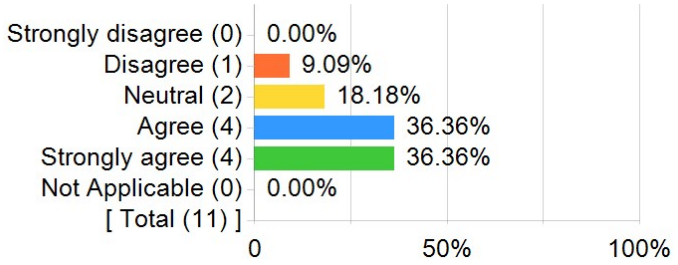
Instructor and Course Details

1. I was able to interact effectively with the instructor after the course changed to remote instruction.



Statistics	Value
Invited Count	25
Response Count	11
Response Ratio	44.00%
Mean	4.18
Median	4.00
Mode	4
Standard Deviation	0.75

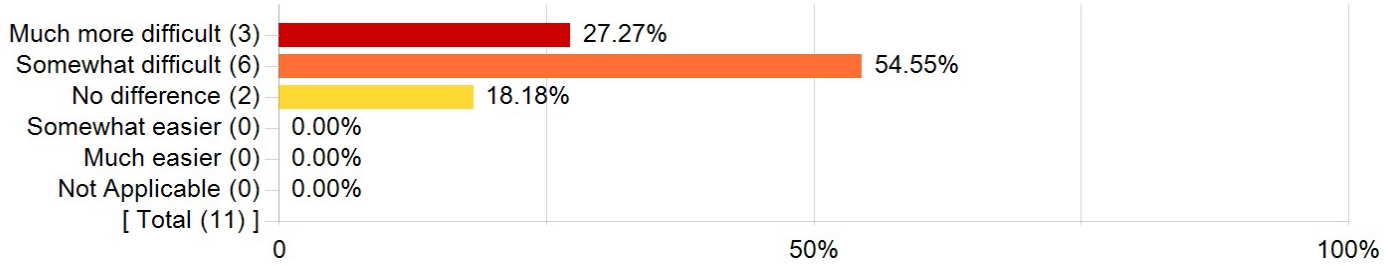
2. I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.



Statistics	Value
Invited Count	25
Response Count	11
Response Ratio	44.00%
Mean	4.00
Median	4.00
Mode	4, 5
Standard Deviation	1.00

Move to the remote environment - Scale: Much more difficult (1) to much easier (5)

Moving to the remote environment made it (blank) for me to learn.



Statistics	Value
Invited Count	25
Response Count	11
Response Ratio	44.00%
Mean	1.91
Median	2.00
Mode	2

What do you think the University should know about your experience as a student in the current remote learning situation?

Comments
The Zoom recitations were extremely helpful in practicing the information in lecture.
With respect to remote learning, I struggle with understanding things that are difficult concepts for me to grasp over remote class or just through posted documents.
It's very difficult

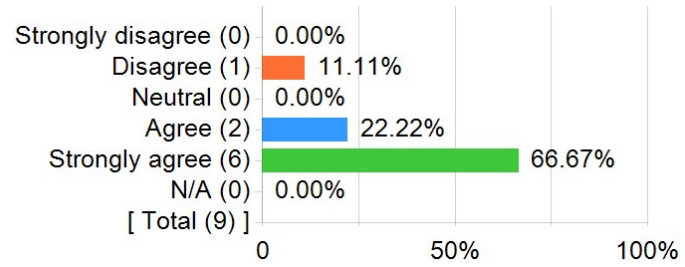
ARTSC Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

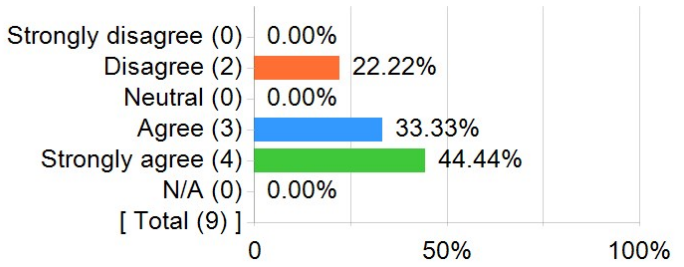
Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	9	4.44	1.01
The recitation instructor used appropriate examples to clarify difficult concepts.	9	4.00	1.22
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	10	4.30	0.67
The recitation enhanced my understanding of the class material.	11	3.55	1.44

Detailed Responses

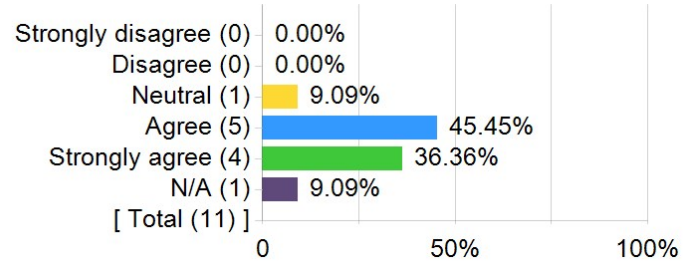
1. The recitation instructor was prepared for recitation.



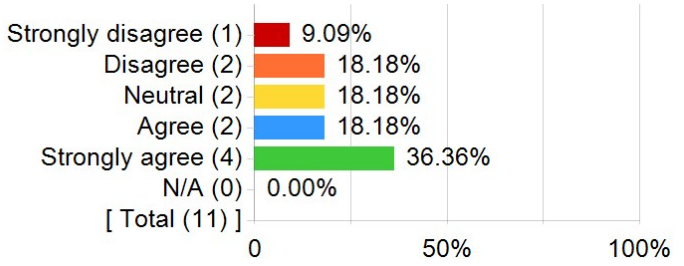
2. The recitation instructor used appropriate examples to clarify difficult concepts.



3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



4. The recitation enhanced my understanding of the class material.



Comments

What did you like best about the recitation instruction?

Comments
Instructor Jungmin Han was available to his students and answered any questions as well as possible.
Going through examples in Stata greatly improved my understanding of the program.
His in–class examples and organized teaching style really broke down the lecture material and made it much easier to understand. Also he always made an effort to email us with any small changes or updates about what both class and recitation would be like.
Built upon what was learned in lecture, without being completely new or completely review
Professor Jungmin is very receptive and accomdating for office hours.
Jungmin was well–prepared and willing to help students
Jungmin is a great person and generates positive vibes to the classroom. While the material isn't the most engaging, Jungmin genuinely has a passion for ensuring that students learn.

If you were running this recitation, what would you do differently?

Comments
For this class specifically, I would have placed less of an emphasis on attempting to learn Stata after the university moved to remote learning. It was difficult to learn the program without in–person instruction.
More time could have been devoted to learning the Stata interface, how to use certain codes, and how to write commands to save, use a log file, etc. Some of that information had to be self–taught and was difficult at first to grasp.
Nothing
Go over stata more. Not count participation or attendance.
More small group discussion and interaction
When using Stata, explain a little further on exactly what is happening rather than just how to do it. This wasn't a significant theme just something that happened when certain topics were being covered
Every recitation I often left even more confused than I already was. Jungmin, although always available for when I had questions over email, assumed that students would be able to grasp the information easily, which was not the case. I found it difficult to follow along and had to try and teach it to myself as the recitations were centered around completing problems (towards the latter half) rather than actually patiently teaching students how to do it in a coherent way.

Fall 2022 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1045 - Recitation

Project Title: **2231 - Teaching Survey Fall 2022**

Courses Audience: **25**
Responses Received: **14**
Response Rate: **56.00%**

Report Comments

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources that can help with interpreting your teaching survey report.
- Schedule a meeting with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students.
  - Request a midterm survey of your course and give students multiple opportunities to practice giving feedback.

Contact OMET

Creation Date: **Monday, December 19, 2022**

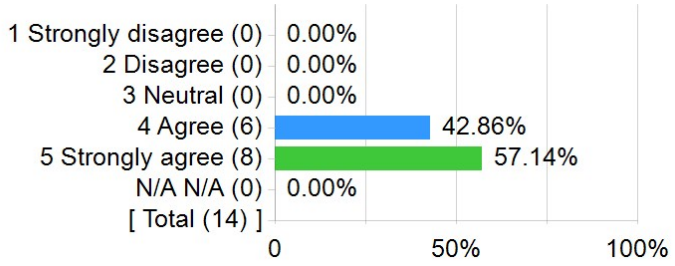
Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	14	4.57	0.51
The recitation instructor used appropriate examples to clarify difficult concepts.	14	3.93	1.33
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	14	4.00	1.18
The recitation enhanced my understanding of the class material.	14	3.79	0.80

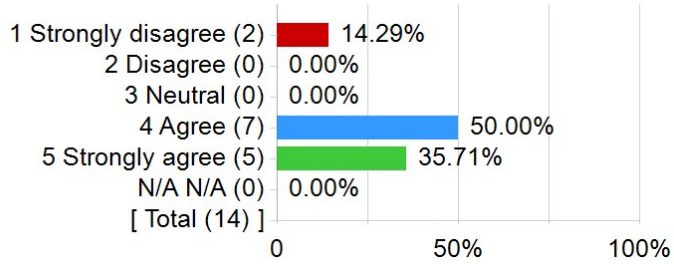
Detailed Responses

1. The recitation instructor was prepared for recitation.



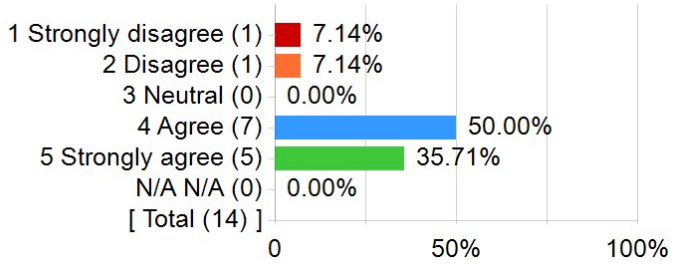
Statistics	Value
Invited Count	25
Response Count	14
Response Ratio	56.00%
Mean	4.57
Median	5.00
Mode	5
Standard Deviation	0.51

2. The recitation instructor used appropriate examples to clarify difficult concepts.



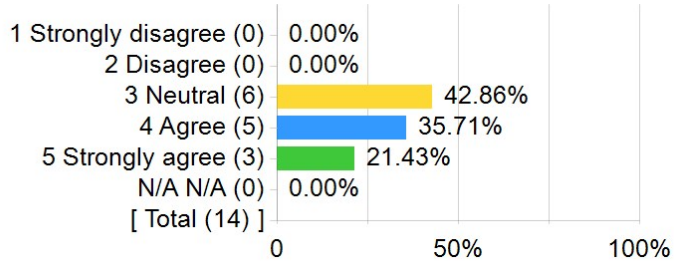
Statistics	Value
Invited Count	25
Response Count	14
Response Ratio	56.00%
Mean	3.93
Median	4.00
Mode	4
Standard Deviation	1.33

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



Statistics	Value
Invited Count	25
Response Count	14
Response Ratio	56.00%
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	1.18

4. The recitation enhanced my understanding of the class material.



Statistics	Value
Invited Count	25
Response Count	14
Response Ratio	56.00%
Mean	3.79
Median	4.00
Mode	3
Standard Deviation	0.80

Comments

What did you like best about the recitation instruction?

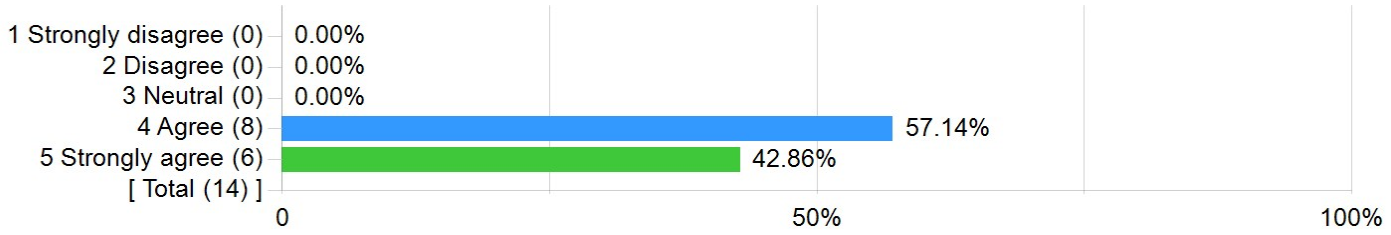
Comments
He was easily available to contact if I needed help.
I enjoyed when he would open an RMD file and we can follow along with him.
I think Jungmin did a great job of adjusting the recitations according to our needs and incorporated many opportunities to improve our papers and assignments, which I greatly appreciated.
I think it went more in depth with the topics we were learning in lecture, it helped me a lot more with understanding the topics in class.
I liked that the slides were uploaded to canvas
I liked that we got to try out R in recitation and not just on our own. I also liked the class discussions.
the readings
I liked being able to discuss relevant articles and participate in class discussions. I thought they were interesting and gave me a better understanding of some of the content we discussed in lecture.
Jungmin made his expectations clear but was understanding about the little things. I could tell he really wanted to help us learn. He posted all his slides, which were easy to understand.
Jungmin was very knowledgable of the topic and thorough at answering questions.

If you were running this recitation, what would you do differently?

Comments
Put way more focus on R studio –– the coding program we used in class– from the beginning of the course.
R would be introduced during lecture/ assigned as homework due before the recitation and the recitation would serve more as a review as opposed to a place to learn new material. It felt overwhelming at times.
I would not change it! Jungmin did a fantastic job :)
I think it worked well for the material being taught.
I would've spent more time explaining how to use r
I would maybe have small group discussions before having the class discussions.
NO R
I would spend more time going through the software. R is difficult to understand, which made it difficult for the students to grasp. While we did spend time going over how to use R, we always went very quickly and never truly checked to make sure everyone understood it. I also did not like how the grading system worked for recitation. If we went to recitation, we only received 4/5 points. An "extra credit" assignment was then given to make up that extra point. I believe that if you went to recitation and participated in the group discussion, you should receive full credit for that day.
I can't imagine anything I would do different. Jungmin is the coolest.
Maybe more group work or varied activities to change it up every once in a while.

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	25
Response Count	14
Response Ratio	56.00%
Mean	4.43
Median	4.00
Mode	4
Standard Deviation	0.51

Fall 2022 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1050 - Recitation

Project Title: **2231 - Teaching Survey Fall 2022**

Courses Audience: **25**
Responses Received: **9**
Response Rate: **36.00%**

Report Comments

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources that can help with interpreting your teaching survey report.
- Schedule a meeting with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students.
  - Request a midterm survey of your course and give students multiple opportunities to practice giving feedback.

Contact OMET

Creation Date: **Monday, December 19, 2022**

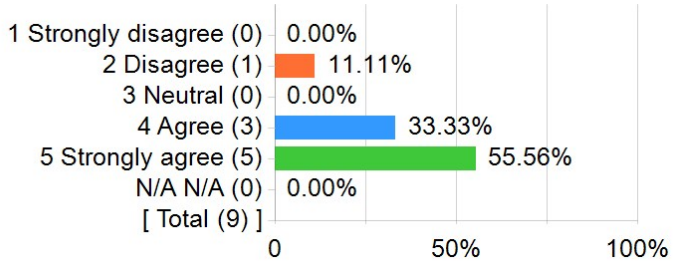
Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	9	4.33	1.00
The recitation instructor used appropriate examples to clarify difficult concepts.	9	4.11	0.78
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	9	4.67	0.50
The recitation enhanced my understanding of the class material.	9	3.44	1.24

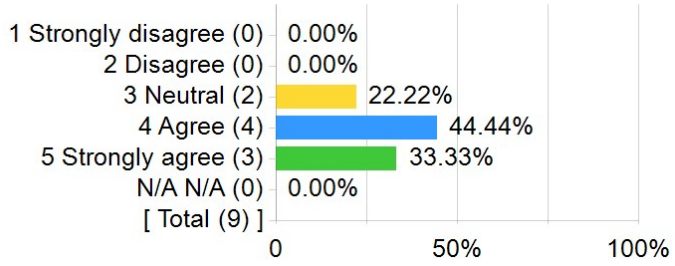
Detailed Responses

1. The recitation instructor was prepared for recitation.



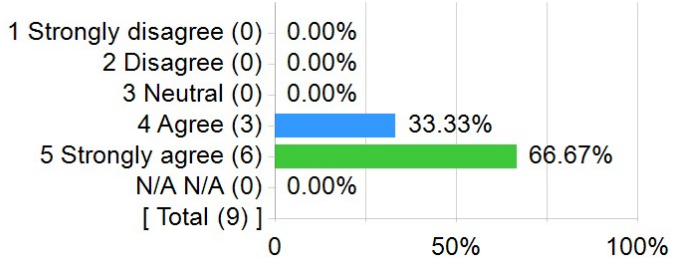
Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.00

2. The recitation instructor used appropriate examples to clarify difficult concepts.



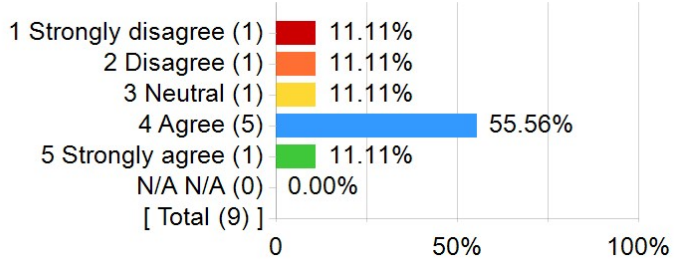
Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.11
Median	4.00
Mode	4
Standard Deviation	0.78

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	0.50

4. The recitation enhanced my understanding of the class material.



Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	3.44
Median	4.00
Mode	4
Standard Deviation	1.24

Comments

What did you like best about the recitation instruction?

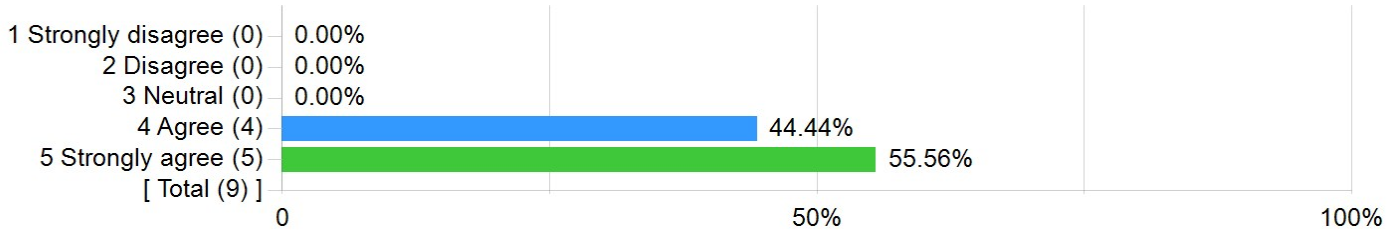
Comments
Encouraged participation, showed how to use R practically
I think Jungmin is extremely knowledgable and really cares about our success in using R.
he made a lot of time for students outside of class
I liked that recitation was clearly explained. I also liked the opportunities for extra credit.
I liked how there was a separate set of slides for recitation that was posted on Canvas.
Recitations were engaging and it was easy to ask questions. Jungmin is great!
I like how the readings were used to help our understanding of concepts in research.
easy to get points

If you were running this recitation, what would you do differently?

Comments
I think the explanation of certain concepts in R was a bit rushed, but I also understand that we are limited for time.
I think we could've taken a little more time to "crash–course" and do more of an introduction to R instead of jumping right in. It caused me a lot of stress because I couldn't figure out how to run code when there were easy fixes to my problems that I hadn't learned how to do.
our recitations on R always felt very rushed. it seemed like we were either always behind or staying late to learn the last part of the R functions we needed to know, which made approaching the assignments somewhat stressful.
I think R should have either been introduced sooner, or we should have done simpler things using it, because as poli sci majors, this was confusing to a lot of us.
I would go into more depth about R. I don't have a computer science or research background, so I was very confused when we started learning how to code. The definitions and concepts around R were not explained, so trying to successfully conduct research for variables is confusing. I also felt like we rushed through how to conduct certain methods, like regression and cross tabulation.
N/A
I wish we had started R sessions earlier to feel more prepared for the paper.
We spent the first half of the semester discussing pointless articles then immediately jumped into rushed R sessions that were not very detailed and did not teach us anything. Nobody has any idea how to do R. We should have taken more time to learn how to code.

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	0.53

Fall 2022 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1055 - Recitation

Project Title: **2231 - Teaching Survey Fall 2022**

Courses Audience: **25**
Responses Received: **9**
Response Rate: **36.00%**

Report Comments

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources that can help with interpreting your teaching survey report.
- Schedule a meeting with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students.
  - Request a midterm survey of your course and give students multiple opportunities to practice giving feedback.

Contact OMET

Creation Date: **Monday, December 19, 2022**

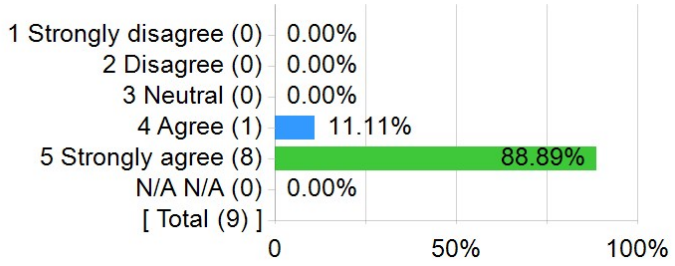
Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	9	4.89	0.33
The recitation instructor used appropriate examples to clarify difficult concepts.	9	4.44	1.33
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	9	4.56	0.73
The recitation enhanced my understanding of the class material.	9	4.00	1.22

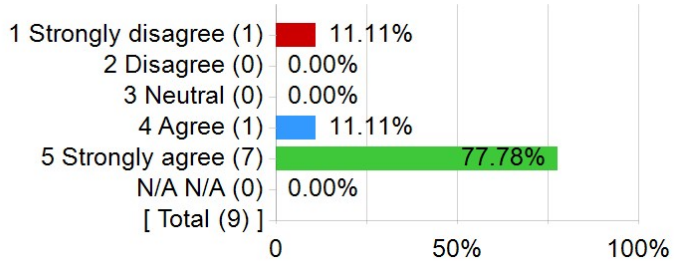
Detailed Responses

1. The recitation instructor was prepared for recitation.



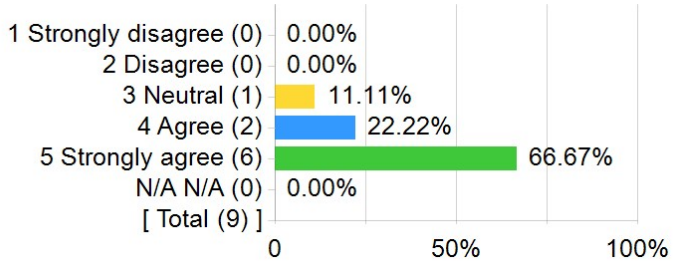
Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.89
Median	5.00
Mode	5
Standard Deviation	0.33

2. The recitation instructor used appropriate examples to clarify difficult concepts.



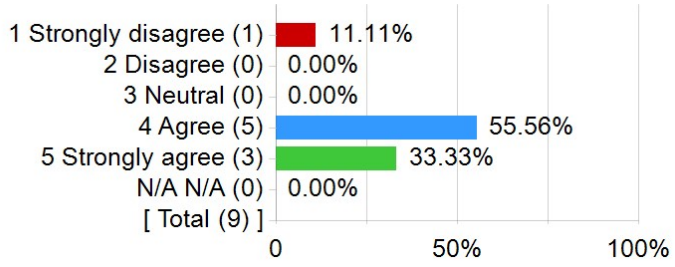
Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.44
Median	5.00
Mode	5
Standard Deviation	1.33

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	0.73

4. The recitation enhanced my understanding of the class material.



Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	1.22

Comments

What did you like best about the recitation instruction?

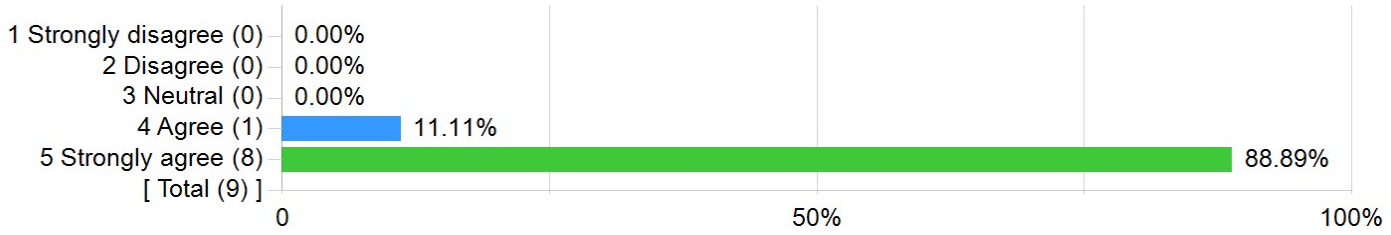
Comments
I liked the discussion–based style of the recitations.
I liked that Jungmin was open to taking questions about the material, especially regarding R studio
The recitation was a great place to go over examples that helped me fully grasp the concepts from lecture.
The TA helped learn the materials in a way that made learning enjoyable and easy despite the difficulty in content level.
The discussions in class and expanding on course material
Jungmin was always prepared and always available for questions. He taught me a lot about RStudio, which is extremely useful in my own research.

If you were running this recitation, what would you do differently?

Comments
I would spend less time on the articles and more time preparing the class with R studio
I think our TA was great and did his best to make himself available to us. Unfortunately, there wasn't enough time in the day for him to meet with everyone that wanted to meet most of the time, and this could be frustrating. The R part of the course was super confusing too and just all around not a good part of the course as it was confusing and rushed but such a big part of our final grade.
slower pace more clarification
I would ask for another TA to help split up the hundreds of questions that students had so more people would be able to have one on one time to learn R and coding, which seemed to be the hardest concept for our class to grasp.
Go more in depth on R and earlier in the semester

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	25
Response Count	9
Response Ratio	36.00%
Mean	4.89
Median	5.00
Mode	5
Standard Deviation	0.33

Fall 2022 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1060 - Recitation

Project Title: **2231 - Teaching Survey Fall 2022**

Courses Audience: **25**
Responses Received: **13**
Response Rate: **52.00%**

Report Comments

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources that can help with interpreting your teaching survey report.
- Schedule a meeting with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students.
  - Request a midterm survey of your course and give students multiple opportunities to practice giving feedback.

Contact OMET

Creation Date: **Monday, December 19, 2022**

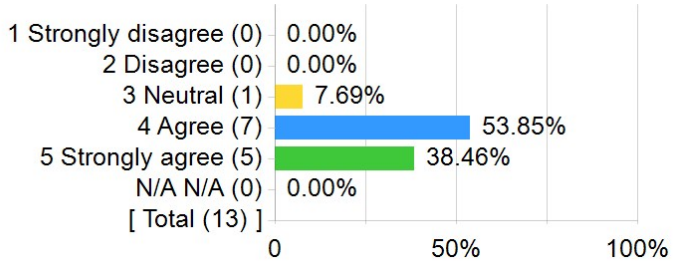
Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	13	4.31	0.63
The recitation instructor used appropriate examples to clarify difficult concepts.	13	3.69	1.32
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	13	4.00	1.35
The recitation enhanced my understanding of the class material.	13	3.69	1.38

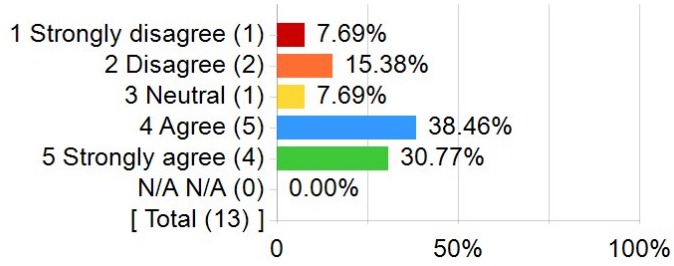
Detailed Responses

1. The recitation instructor was prepared for recitation.



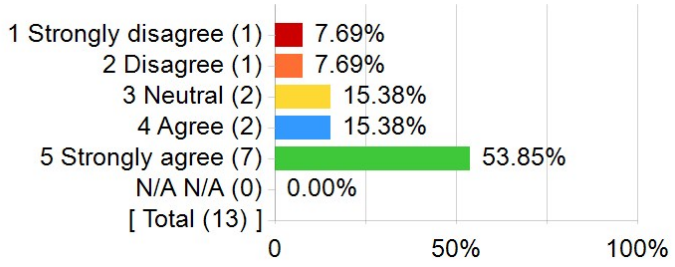
Statistics	Value
Invited Count	25
Response Count	13
Response Ratio	52.00%
Mean	4.31
Median	4.00
Mode	4
Standard Deviation	0.63

2. The recitation instructor used appropriate examples to clarify difficult concepts.



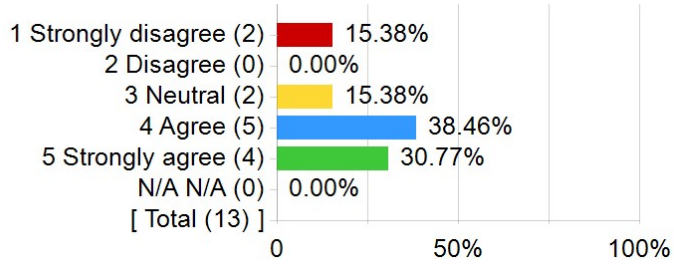
Statistics	Value
Invited Count	25
Response Count	13
Response Ratio	52.00%
Mean	3.69
Median	4.00
Mode	4
Standard Deviation	1.32

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.



Statistics	Value
Invited Count	25
Response Count	13
Response Ratio	52.00%
Mean	4.00
Median	5.00
Mode	5
Standard Deviation	1.35

4. The recitation enhanced my understanding of the class material.



Statistics	Value
Invited Count	25
Response Count	13
Response Ratio	52.00%
Mean	3.69
Median	4.00
Mode	4
Standard Deviation	1.38

Comments

What did you like best about the recitation instruction?

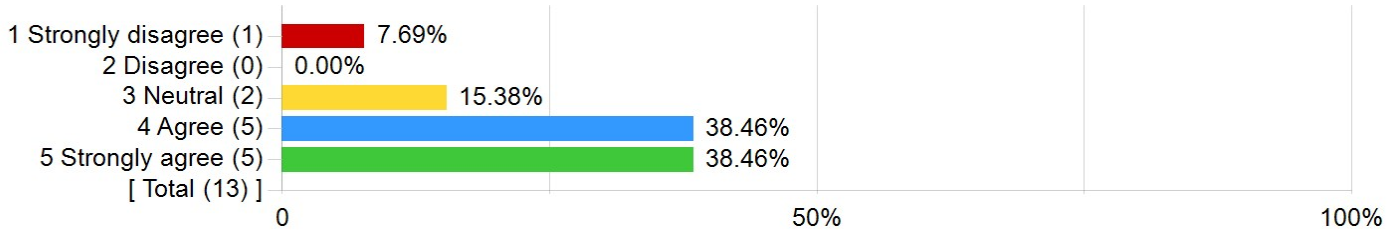
Comments
The recitation taught by Jungmin Han really furthered my understanding and learning for this course. I liked that Mr. Han used articles in each recitation that correlated with the topics taught that week. Towards the end of the semester, he held meetings for the R application needed to complete our final paper, which tremendously helped me understand the material. He also provided me with useful feedback after each recitation via in–person or email.
I appreciated how hard he tried to explain the material.
I enjoyed the instructor doing his best to establish an inclusive environment for students.
Well since the course was absolutely dreadful, the recitation, for the most part, tried to make the experience at least somewhat bearable . Again, I emphasize, "for the most part," it was not always the case.
The overview of the weekly lectures was very helpful.
The articles helped me to interact with the material better.
He really helped us with Rstudio, i learned a lot from him with that.
Jungmin is the man. Very approachable, helpful, and accommodating.
I cant really think of anything particularly good that was done other than the bare minimum.
I liked the discussions because it helped to clarify the information we learned in lecture.
There was conversation time
Willing to help and prepared

If you were running this recitation, what would you do differently?

Comments
N/A
We should have started learning R in recitation earlier than we did. The end of the semester crunch has made it much harder to figure out what to do.
I would've provided more explicit directions for assignments/exams, and used the sessions to review the more technical aspects of the course.
Please restructure this entire course. Having Rstudio introduced in week 8 was the poorest of poor decisions. Please, I'm asking from the bottom of my heart, take a critical look at the political science department.
Learning R was difficult, and I wish more time would have been allotted to learn.
I would teach R in a more structured way. It sometimes seemed like TA was simply doing an exercise in front of the class opposed to actually teaching the commands and how it actually works. I felt like I needed to figure out a lot on my own outside of class.
Make class less focused on discussion and more focused on the material
Not much, R is difficult for PoliSci students and I think he did well.
If I ran the recitation, I wouldn't make people have to show up and answer questions for 5/5 participation points a day when students are only allowed to make up 1 class. This is just wrong. Some people are sick often, have family issues that need attended to, or have a chronic condition like I do. I also wouldn't institute this rule multiple weeks into the semester. Id also suggest that he slow down when explaining the r to students. Jungmin just types on his computer to the projector saying "then do this then this then that" quickly to the point that some of us cant follow what he's doing. I would also suggest that he stay on topic and offer help to students when they say that something is hard after he asks, "do you think this is hard?" instead of singling people out, arguing, and trying to embarrass them in front of the class. He should also grade assignments fairly. If took off a point for something that he is simply wrong about, is corrected, then he comes up with another excuse to not give credit back. Its immature and petty. I would also suggest that he be more willing to meet with students. His office hours are only 2 hours in the week. Some people have class during then and he is generally unwilling to meet on any other day or time., though he did extend one of them an additional hour. He should also refrain from touching people. When someone makes an honest mistake and comes for the additional hour on the wrong day becasue Jungmin didn't specify that it as only on one day, he shouldn't lurk up behind them, grab them by the shoulders, invade their personal space and say into their ear "You're late." This is absolutely unacceptable. Its inconsiderate, rude, intimidating, and potentially predatory. This needs to be resolved. If I ran the recitation, I would stop doing this and I would find a new job that doesn't involve working with young people.
Replace the time we read and discussed news articles with more time to learn R.
Provide alternatives to R in case it doesn't work (also acknowledge that this isn't a CS class)
Needed a better understanding of R– felt like we were being thrown into the deep end

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	25
Response Count	13
Response Ratio	52.00%
Mean	4.00
Median	4.00
Mode	4, 5
Standard Deviation	1.15

University of Pittsburgh

2241 - Teaching Survey Fall 2023

Fall 2023 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1045 - Recitation

Created **Tuesday, December 19, 2023**

Courses Audience: 24
Responses Received: 9
Response Rate: 37.50%

Report Comments

Teaching Surveys

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources and you may schedule a consultation with a member of our Teaching Support team to help interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
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Recitation Questions

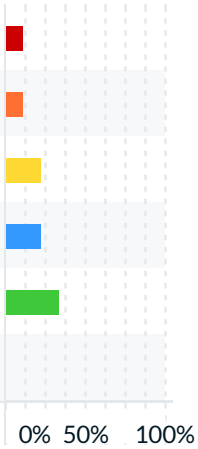
Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	9	3.56	1.42
The recitation instructor used appropriate examples to clarify difficult concepts.	9	3.44	1.51
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	8	3.13	1.81
The recitation enhanced my understanding of the class material.	9	3.67	1.41

Detailed Responses

1. The recitation instructor was prepared for recitation.

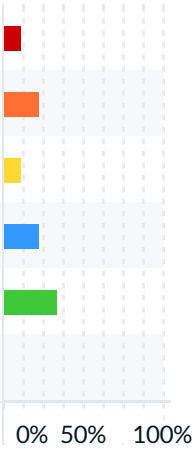
1 Strongly disa...	1	11.11%
2 Disagree	1	11.11%
3 Neutral	2	22.22%
4 Agree	2	22.22%
5 Strongly agree	3	33.33%
N/A N/A	0	0.00%
Total	**9**	



Statistics	Value
Invited Count	24
Response Count	9
Response Ratio	37.50%
Mean	3.56
Median	4.00
Mode	5
Standard Deviation	1.42

2. The recitation instructor used appropriate examples to clarify difficult concepts.

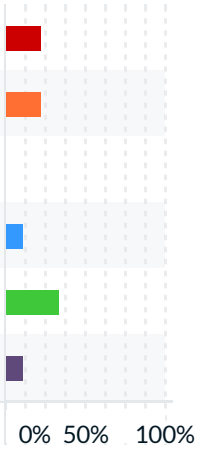
1 Strongly disa...	1	11.11%
2 Disagree	2	22.22%
3 Neutral	1	11.11%
4 Agree	2	22.22%
5 Strongly agree	3	33.33%
N/A N/A	0	0.00%
Total	**9**	



Statistics	Value
Invited Count	24
Response Count	9
Response Ratio	37.50%
Mean	3.44
Median	4.00
Mode	5
Standard Deviation	1.51

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.

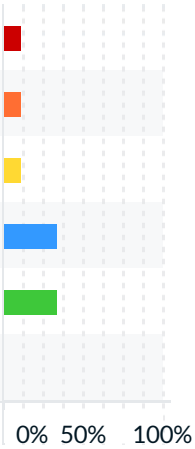
1 Strongly disa...	2	22.22%
2 Disagree	2	22.22%
3 Neutral	0	0.00%
4 Agree	1	11.11%
5 Strongly agree	3	33.33%
N/A N/A	1	11.11%
Total	**9**	



Statistics	Value
Invited Count	24
Response Count	9
Response Ratio	37.50%
Mean	3.13
Median	3.00
Mode	5
Standard Deviation	1.81

4. The recitation enhanced my understanding of the class material.

1 Strongly disa...	1	11.11%
2 Disagree	1	11.11%
3 Neutral	1	11.11%
4 Agree	3	33.33%
5 Strongly agree	3	33.33%
N/A N/A	0	0.00%
Total	**9**	



Statistics	Value
Invited Count	24
Response Count	9
Response Ratio	37.50%
Mean	3.67
Median	4.00
Mode	4, 5
Standard Deviation	1.41

Comments

What did you like best about the recitation instruction?

Comments
I liked him in the beginning but after he stopped replying to me about things I want to know about, I lost a lot of respect for him. I wish him well though..
The exercises and going over examples for the weekly assignments were very helpful.
We reviewed what we did in class recently.
Nothi g
Review of code/concepts that were difficult
I like how we break down each line of code
He was extremely helpful in explaining how to code things.

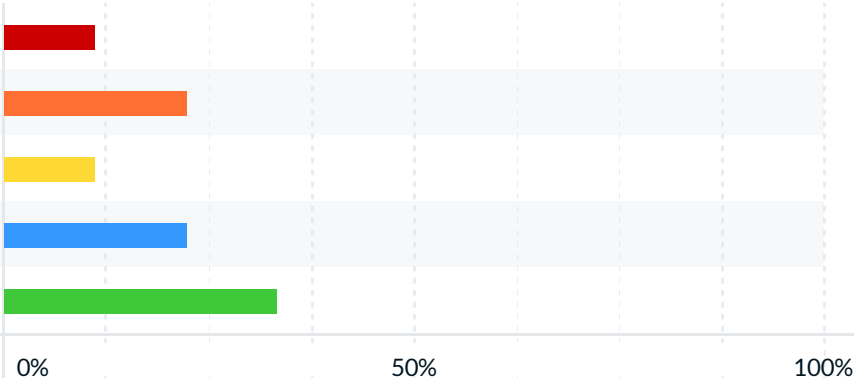
If you were running this recitation, what would you do differently?

Comments
I wouldn't hire him. I would be in detail about why points are taken and I would work on my office hours to be open to everyone.
Explain what from lecture was important and what was not.
Actually teach
Everything
More review of material that we needed to know to complete the assignments
Nothing
N/a

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.

1 Strongly disagree	1	11.11%
2 Disagree	2	22.22%
3 Neutral	1	11.11%
4 Agree	2	22.22%
5 Strongly agree	3	33.33%
Total	**9**	



Statistics	Value
Invited Count	24
Response Count	9
Response Ratio	37.50%
Mean	3.44
Median	4.00
Mode	5
Standard Deviation	1.51

University of Pittsburgh

2241 - Teaching Survey Fall 2023

Fall 2023 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1050 - Recitation

Created **Tuesday, December 19, 2023**

Courses Audience: 24
Responses Received: 7
Response Rate: **29.17%**

Report Comments

Teaching Surveys

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources and you may schedule a consultation with a member of our Teaching Support team to help interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

Recitation Questions

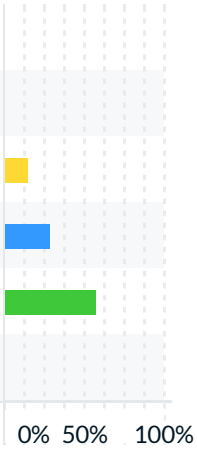
Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	7	4.43	0.79
The recitation instructor used appropriate examples to clarify difficult concepts.	7	4.29	0.95
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	6	4.50	0.84
The recitation enhanced my understanding of the class material.	7	4.29	1.11

Detailed Responses

1. The recitation instructor was prepared for recitation.

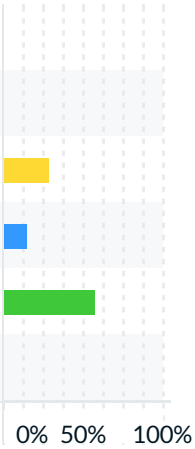
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	1	14.29%
4 Agree	2	28.57%
5 Strongly agree	4	57.14%
N/A N/A	0	0.00%
Total	**7**	



Statistics	Value
Invited Count	24
Response Count	7
Response Ratio	29.17%
Mean	4.43
Median	5.00
Mode	5
Standard Deviation	0.79

2. The recitation instructor used appropriate examples to clarify difficult concepts.

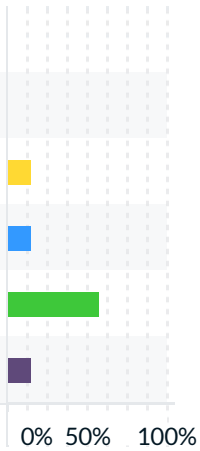
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	2	28.57%
4 Agree	1	14.29%
5 Strongly agree	4	57.14%
N/A N/A	0	0.00%
Total	**7**	



Statistics	Value
Invited Count	24
Response Count	7
Response Ratio	29.17%
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	0.95

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.

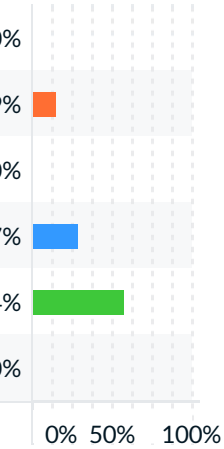
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	1	14.29%
4 Agree	1	14.29%
5 Strongly agree	4	57.14%
N/A N/A	1	14.29%
Total	**7**	



Statistics	Value
Invited Count	24
Response Count	7
Response Ratio	29.17%
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.84

4. The recitation enhanced my understanding of the class material.

1 Strongly disa...	0	0.00%
2 Disagree	1	14.29%
3 Neutral	0	0.00%
4 Agree	2	28.57%
5 Strongly agree	4	57.14%
N/A N/A	0	0.00%
Total	**7**	



Statistics	Value
Invited Count	24
Response Count	7
Response Ratio	29.17%
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	1.11

Comments

What did you like best about the recitation instruction?

Comments
Jungmin always had helpful examples prepared to reinforce R programming lessons. I always felt confident about new concepts after attending recitation.
TA Jungmin was very informative and helpful in understanding the more detail–oriented parts of coding, and was super helpful with completing assignments. His flexibility and availability was generous and greatly appreciated.
He would always have us ask questions after and he would stay for that

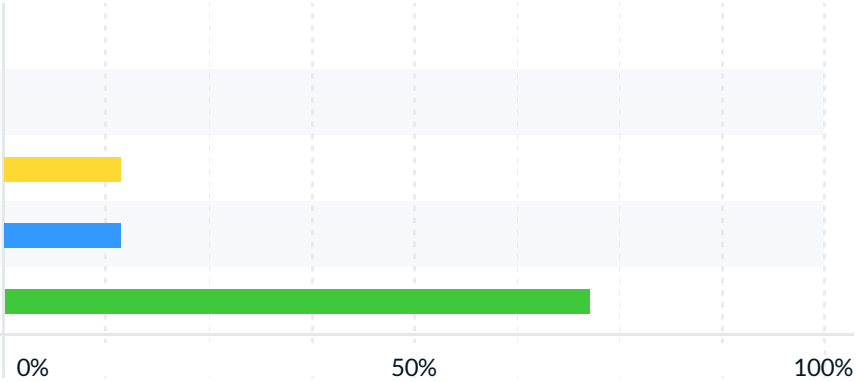
If you were running this recitation, what would you do differently?

Comments
Nothing
make recitation focus on the assignment currently due
I would be a bit more encouraging/supportive

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.

1 Strongly disagree	0	0.00%
2 Disagree	0	0.00%
3 Neutral	1	14.29%
4 Agree	1	14.29%
5 Strongly agree	5	71.43%
Total	**7**	



Statistics	Value
Invited Count	24
Response Count	7
Response Ratio	29.17%
Mean	4.57
Median	5.00
Mode	5
Standard Deviation	0.79

University of Pittsburgh

2241 - Teaching Survey Fall 2023

Fall 2023 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1055 - Recitation

Created **Tuesday, December 19, 2023**

Courses Audience: 25
Responses Received: 7
Response Rate: 28.00%

Report Comments

Teaching Surveys

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources and you may schedule a consultation with a member of our Teaching Support team to help interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

Recitation Questions

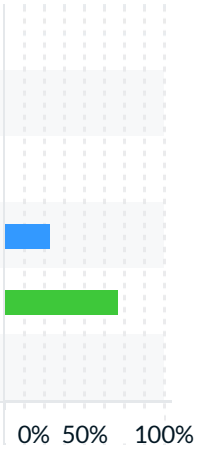
Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	7	4.71	0.49
The recitation instructor used appropriate examples to clarify difficult concepts.	7	4.29	1.25
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	7	4.43	0.79
The recitation enhanced my understanding of the class material.	7	4.14	1.21

Detailed Responses

1. The recitation instructor was prepared for recitation.

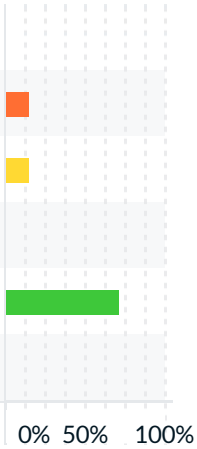
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	0	0.00%
4 Agree	2	28.57%
5 Strongly agree	5	71.43%
N/A N/A	0	0.00%
Total	**7**	



Statistics	Value
Invited Count	25
Response Count	7
Response Ratio	28.00%
Mean	4.71
Median	5.00
Mode	5
Standard Deviation	0.49

2. The recitation instructor used appropriate examples to clarify difficult concepts.

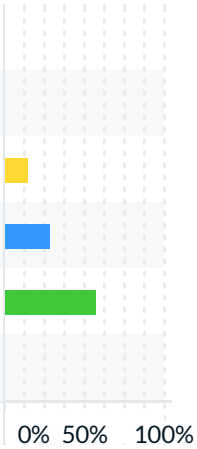
1 Strongly disa...	0	0.00%
2 Disagree	1	14.29%
3 Neutral	1	14.29%
4 Agree	0	0.00%
5 Strongly agree	5	71.43%
N/A N/A	0	0.00%
Total	**7**	



Statistics	Value
Invited Count	25
Response Count	7
Response Ratio	28.00%
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	1.25

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.

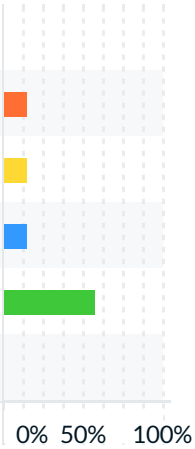
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	1	14.29%
4 Agree	2	28.57%
5 Strongly agree	4	57.14%
N/A N/A	0	0.00%
Total	**7**	



Statistics	Value
Invited Count	25
Response Count	7
Response Ratio	28.00%
Mean	4.43
Median	5.00
Mode	5
Standard Deviation	0.79

4. The recitation enhanced my understanding of the class material.

1 Strongly disa...	0	0.00%
2 Disagree	1	14.29%
3 Neutral	1	14.29%
4 Agree	1	14.29%
5 Strongly agree	4	57.14%
N/A N/A	0	0.00%
Total	**7**	



Statistics	Value
Invited Count	25
Response Count	7
Response Ratio	28.00%
Mean	4.14
Median	5.00
Mode	5
Standard Deviation	1.21

Comments

What did you like best about the recitation instruction?

Comments
Jungmin did a great job providing effective examples.
The structure of the recitations were very valuable in helping with difficult sections of the assignments. Instruction was purposeful and never felt like a waste of my time or unnecessary. Without recitations, I would have had a much harder time understanding the coding concepts of the class.
Helped make sense of complicated materials.
I liked that recitation gave us an opportunity to practice the skills lectured about earlier in the week. I like that we spend the first 15–ish minutes working on thee questions independently and then get to see and hear an explanation of the code after.

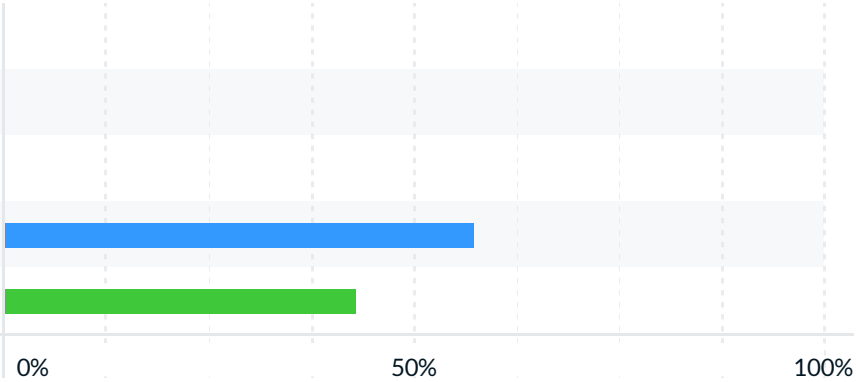
If you were running this recitation, what would you do differently?

Comments
I think I would provide more time for individual help.
Nothing
Less time spent on individual work; skip in and jump straight into class review.
N/A.
N/A

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.

1 Strongly disagree	0	0.00%
2 Disagree	0	0.00%
3 Neutral	0	0.00%
4 Agree	4	57.14%
5 Strongly agree	3	42.86%
Total	**7**	



Statistics	Value
Invited Count	25
Response Count	7
Response Ratio	28.00%
Mean	4.43
Median	4.00
Mode	4
Standard Deviation	0.53

University of Pittsburgh

2241 - Teaching Survey Fall 2023

Fall 2023 - Jungmin Han PS 0700 - RSRCH METHDS POLITICAL SCIENCE - 1060 - Recitation

Created **Tuesday, December 19, 2023**

Courses Audience: 25
Responses Received: 3
Response Rate: **12.00%**

Report Comments

Teaching Surveys

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources and you may schedule a consultation with a member of our Teaching Support team to help interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

Recitation Questions

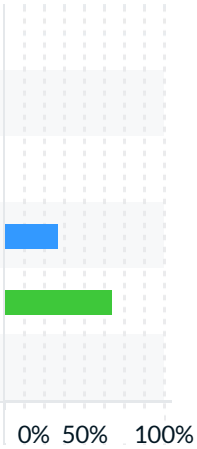
Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	3	4.67	0.58
The recitation instructor used appropriate examples to clarify difficult concepts.	3	4.33	1.15
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	3	4.33	1.15
The recitation enhanced my understanding of the class material.	3	3.67	1.53

Detailed Responses

1. The recitation instructor was prepared for recitation.

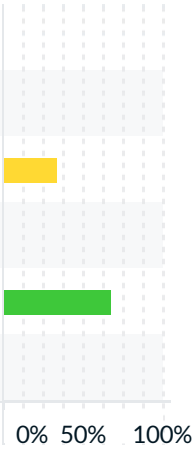
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	0	0.00%
4 Agree	1	33.33%
5 Strongly agree	2	66.67%
N/A N/A	0	0.00%
Total	**3**	



Statistics	Value
Invited Count	25
Response Count	3
Response Ratio	12.00%
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	0.58

2. The recitation instructor used appropriate examples to clarify difficult concepts.

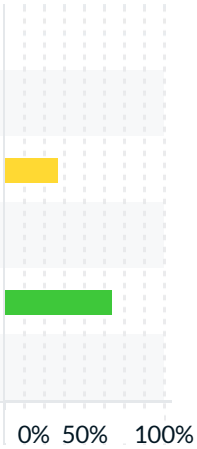
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	1	33.33%
4 Agree	0	0.00%
5 Strongly agree	2	66.67%
N/A N/A	0	0.00%
Total	**3**	



Statistics	Value
Invited Count	25
Response Count	3
Response Ratio	12.00%
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.15

3. The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.

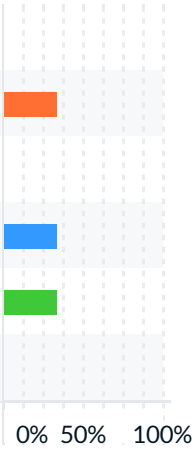
1 Strongly disa...	0	0.00%
2 Disagree	0	0.00%
3 Neutral	1	33.33%
4 Agree	0	0.00%
5 Strongly agree	2	66.67%
N/A N/A	0	0.00%
Total	**3**	



Statistics	Value
Invited Count	25
Response Count	3
Response Ratio	12.00%
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.15

4. The recitation enhanced my understanding of the class material.

1 Strongly disa...	0	0.00%
2 Disagree	1	33.33%
3 Neutral	0	0.00%
4 Agree	1	33.33%
5 Strongly agree	1	33.33%
N/A N/A	0	0.00%
Total	**3**	



Statistics	Value
Invited Count	25
Response Count	3
Response Ratio	12.00%
Mean	3.67
Median	4.00
Mode	2, 4, 5
Standard Deviation	1.53

Comments

What did you like best about the recitation instruction?

Comments
Reviewing R programming was very helpful.
Sometimes it was helpful to what we needed to know.
I liked how it was question and example focused. We always had good examples provided to us and time to answer questions.

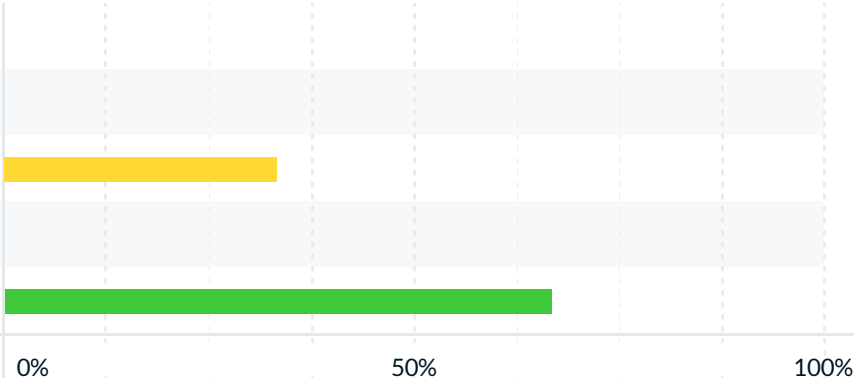
If you were running this recitation, what would you do differently?

Comments
I would show and explain codes in advance, not show a code that we needed for the homework the day it is due. I would also not easily get frustrated with students when they do not understand the codes.
Nothing. This recitation was run very nicely.

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.

1 Strongly disagree	0	0.00%
2 Disagree	0	0.00%
3 Neutral	1	33.33%
4 Agree	0	0.00%
5 Strongly agree	2	66.67%
Total	**3**	



Statistics	Value
Invited Count	25
Response Count	3
Response Ratio	12.00%
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	1.15

4. Sample Course Materials

The following four sample syllabi illustrate courses I would be prepared to offer at the undergraduate and graduate levels, drawing on my research expertise in the intersection between international security and democratic politics. Together, these courses examine how international conflict, geopolitical competition, and external security threats interact with domestic political institutions, public opinion, and democratic governance. By integrating foundational theoretical debates with contemporary empirical research and comparative case studies, these courses aim to equip students with the analytical and methodological skills necessary to critically evaluate the relationship between international politics and democracy.

The complete sample syllabi are provided on the following pages. Course content and requirements may be adapted to institutional curricula, student preparation, and academic calendars.

International Security

Sample Course Syllabus – Graduate Level

Jungmin Han, Ph.D. (jhan@tcd.ie)

Course Description and Rationale

This graduate seminar surveys central theories, debates, and contemporary challenges in international security. We ask why states go to war or make peace, how domestic institutions and leaders influence conflict, whether military alliances deter aggression, and how nuclear weapons and emerging technologies transform security relations. The primary goal is to evaluate theoretical arguments and empirical evidence rather than to study any single country or conflict.

The course is organized around three connected themes: **(I) theoretical approaches to war and international security**; **(II) domestic political institutions, leadership, and security strategies**; and **(III) contemporary security challenges and the consequences of violence**. Students critically assess the research literature and develop their own theoretically informed research designs.

Learning Objectives

By the end of the course, students should be able to (1) explain foundational and recent scholarship on international security; (2) evaluate theoretical assumptions, causal mechanisms, and empirical evidence; (3) identify original research questions and derive testable hypotheses; (4) design independent studies of international security; and (5) communicate research findings clearly and assess their implications for policy.

Readings and Access

Required and extra readings appear below. Required readings form the basis of seminar discussion; extra readings support further research. Readings may be made available through the institution's learning platform, library, or publicly accessible sources where available.

Requirements and Assessment

- **Two extension papers (20%):** Write two short papers (up to three pages each) developing an original research question, theory, and at least one testable hypothesis based on assigned readings. Submit in two different teaching weeks.
- **Two presentations (20%):** Lead one discussion of the weekly literature (approximately 15 minutes, 10%) and deliver one research design presentation (approximately 10 minutes, followed by discussion, 10%).
- **Seminar participation (20%):** Prepare the readings and contribute substantively to discussion of arguments, research designs, data, findings, and potential extensions.
- **Research design, initial submission (25%):** Submit a 4,000–5,000-word research design paper presenting a question, literature, theory, hypotheses, and empirical strategy; results are not required.
- **Research design, revision and response memo (15%):** Revise the paper in response to instructor feedback and submit a memo describing revisions.

Research and discussion expectations: Students should consider whether an article asks an important question, identifies plausible mechanisms, uses appropriate data and methods, and draws well-supported conclusions. Seminar discussions should be thoughtful, evidence-based, and respectful.

Submission and grading: Deadlines and submission procedures will be announced for the applicable academic term. Late-work and grade-appeal procedures will be governed by the adopting institution's rules and any additional course policies announced by the instructor.

Accessibility, accommodations, and academic integrity: Students are encouraged to discuss accommodation needs with the instructor and appropriate university offices. Submitted work must be original, transparently attribute sources, and follow institutional academic integrity and generative-AI policies. Classroom discussion should respect differing viewpoints; when a Chatham House-style discussion rule is adopted, remarks may be discussed outside class without identifying their speakers.

Schedule: Weeks are teaching units, not fixed calendar dates. The sequence and reading load may be adjusted to the local academic calendar.

Weekly Topics and Readings

Week 1: Introduction – How to study International Security?

Required Reading:

- Lake, David A. "Why "isms" are evil: Theory, epistemology, and academic sects as impediments to understanding and progress." International Studies Quarterly 55, no. 2 (2011).
- Singer, J. David. "The level-of-analysis problem in international relations." World Politics 14, no. 1 (1961): 77-92.
- Fearon, James D. "Counterfactuals and hypothesis testing in political science." World Politics 43, no. 2 (1991): 169-195.
- Wohlforth, William C. "The Stability of a Unipolar World." International Security 24.1 (1999).

Extra Reading:

- Waltz, Kenneth N. "Structural realism after the Cold War." International Security 25.1 (2000).
- Robert Powell, "Anarchy in International Relations Theory: The Neo-Realist-Neo-Liberal Debate," International Organization 48.2 (1994).
- Layne, Christopher. "The unipolar illusion: Why new great powers will rise." International Security 17, no. 4 (1993): 5-51.

Week 2: War as a bargaining failure, costly signaling, audience costs

Required Reading:

- Fearon, James D. "Rationalist explanations for war." International Organization 49.3 (1995).
- Fearon, James D. "Signaling foreign policy interests: Tying hands versus sinking costs." Journal of Conflict Resolution 41, no. 1 (1997): 68-90.
- Tomz, Michael. "Domestic audience costs in international relations: An experimental approach." International Organization 61, no. 4 (2007): 821-840.
- Weeks, Jessica L. "Autocratic audience costs: Regime type and signaling resolve." International Organization 62, no. 1 (2008): 35-64.

- Kertzer, Joshua D., and Ryan Brutger. "Decomposing audience costs: Bringing the audience back into audience cost theory." American Journal of Political Science 60, no. 1 (2016): 234-249.

Extra Reading:

- Fearon, James D. "Domestic political audiences and the escalation of international disputes." American Political Science Review 88, no. 3 (1994): 577-592.
- Powell, Robert. "War as a commitment problem." International Organization 60. 1 (2006).
- Filson, Darren, and Suzanne Werner. "A bargaining model of war and peace: Anticipating the onset, duration, and outcome of war." American Journal of Political Science (2002): 819-837.
- Branislav L. Slantchev and Ahmer Tarar, "Mutual Optimism as a Rationalist Explanation for War." American Journal of Political Science 55, 1 (January 2011): 135–148.
- Levendusky, Matthew S., and Michael C. Horowitz. "When backing down is the right decision: Partisanship, new information, and audience costs." The Journal of Politics 74, no. 2 (2012).
- Gartner, Scott Sigmund. "The multiple effects of casualties on public support for war: An experimental approach." American Political Science Review 102, no. 1 (2008): 95-106.
- Harris, Benjamin Norwood, and Erik Lin-Greenberg. "Cheap Tweets? Crisis Signaling in the Age of Twitter." International Studies Quarterly 68, no. 2 (2024): sqae067.

Week 3: Domestic Politics – Democracy, autocracy, public opinion

Required Reading:

- De Mesquita, Bruce Bueno, James Morrow, Randolph Siverson, and Alastair Smith. "An institutional explanation of the democratic peace." American Political Science Review (1999).
- Tomz, Michael R., and Jessica LP Weeks. "Public opinion and the democratic peace." American Political Science Review 107.4 (2013): 849-865.
- Gelpi, Christopher. "Democratic diversions: Governmental structure and the externalization of domestic conflict." Journal of Conflict Resolution 41, no. 2 (1997): 255-282.
- Weeks, Jessica L. "Strongmen and straw men: Authoritarian regimes and the initiation of international conflict." American Political Science Review 106.2 (2012): 326-347.
- Lee, Soyoung. "Domestic distributional roots of national interest." American Political Science Review 118, no. 4 (2024): 1824-1839.

Extra Reading:

- Layne, Christopher. "Kant or Cant: The Myth of the Democratic Peace." International Security 19, no. 2 (1994): 5-49.
- Maoz, Zeev, and Bruce Russett. "Normative and structural causes of democratic peace, 1946– 1986." American political science review 87, no. 3 (1993): 624-638.
- Oneal, John R., and Bruce Russett. "The Kantian peace: The pacific benefits of democracy, interdependence, and international organizations, 1885–1992." World Politics 52, no. 1 (1999).
- Palmer, Glenn, Tamar London, and Patrick Regan. "What's stopping you? The sources of political constraints on international conflict behavior in parliamentary democracies." International Interactions 30, no. 1 (2004): 1-24.
- Rathbun, Brian C., Christopher Sebastian Parker, and Caleb Pomeroy. "Separate but Unequal: Ethnocentrism and Racialization Explain the "Democratic" Peace in Public Opinion." American Political Science Review (2024): 1-16.
- Tir, Jaroslav. "Territorial diversion: Diversionary theory of war and territorial conflict." The Journal

of Politics 72, no. 2 (2010): 413-425.

- Peceny, Mark, Caroline C. Beer, and Shannon Sanchez-Terry. "Dictatorial peace?" American Political Science Review 96, no. 1 (2002): 15-26.
- Lai, Brian, and Dan Slater. "Institutions of the offensive: Domestic sources of dispute initiation in authoritarian regimes, 1950–1992." American Journal of Political Science 50.1 (2006).

Week 4: Leaders – turnover, culpability, experiences, demographic factors

Required Reading:

- Debs, Alexandre, and Hein E. Goemans. "Regime type, the fate of leaders, and war." American Political Science Review 104, no. 3 (2010): 430-445.
- Croco, Sarah E. "The decider's dilemma: Leader culpability, war outcomes, and domestic punishment." American Political Science Review 105, no. 3 (2011): 457-477.
- Horowitz, Michael C., and Allan C. Stam. "How prior military experience influences the future militarized behavior of leaders." International Organization 68, no. 3 (2014): 527-559.
- Mattes, Michaela, and Jessica LP Weeks. "Hawks, doves, and peace: an experimental approach." American Journal of Political Science 63, no. 1 (2019): 53-66.
- Bertoli, Andrew, Allan Dafoe, and Robert Trager. "Leader age and international conflict: A regression discontinuity analysis." Journal of Peace Research 61, no. 4 (2024): 643-658.
- Fuhrmann, Matthew and James D. Kim. "Socialization, Self-Selection, and the Life Experiences of World Leaders: Why Business Experience Influences Defense Spending." The Journal of Politics, Forthcoming.

Extra Reading:

- Chiozza, G., & Goemans, H. E. (2011). Leaders and international conflict. Cambridge University Press. Chapters 1-2.
- Fuhrmann, Matthew. "When do leaders free-ride? Business experience and contributions to collective defense." American Journal of Political Science 64, no. 2 (2020): 416-431.
- Scott Wolford. "The turnover trap: New leaders, reputation, and international conflict." American Journal of Political Science 51, no. 4 (2007): 772–788.
- Schramm, Madison, and Alexandra Stark. "Peacemakers or iron ladies? A cross-national study of gender and international conflict." Security Studies 29.3 (2020): 515-548.
- Jones, Benjamin F., and Benjamin A. Olken. "Do leaders matter? National leadership and growth since World War II." The Quarterly Journal of Economics 120, no. 3 (2005): 835-864.
- Kim, James D. "Fear or Anger? Leaders' Childhood War Trauma and Interstate Conflict Initiation." International Studies Quarterly 68, no. 2 (2024): sqae069.
- Jost, Tyler, Joshua D. Kertzer, Eric Min, and Robert Schub. "Advisers and Aggregation in Foreign Policy Decision Making." International Organization 78, no. 1 (2024): 1-37.
- Jervis, Robert. "Do leaders matter and how would we know?" Security Studies 22.2 (2013).

Week 5: Nuclear Weapons – proliferation, deterrence, superiority, taboo

Research design presentation workshop.

Required Reading:

- Monteiro, Nuno P., and Alexandre Debs. "The strategic logic of nuclear proliferation." International

Security 39, no. 2 (2014): 7-51.

- Sechser, Todd S., and Matthew Fuhrmann. "Crisis bargaining and nuclear blackmail." International Organization 67, no. 1 (2013): 173-195.
- Bell, Mark S., and Nicholas L. Miller. "Questioning the effect of nuclear weapons on conflict." Journal of Conflict Resolution 59, no. 1 (2015): 74-92.
- Kroenig, Matthew. "Nuclear superiority and the balance of resolve: Explaining nuclear crisis outcomes." International Organization 67, no. 1 (2013): 141-171.
- Tannenwald, Nina. "The nuclear taboo: The United States and the normative basis of nuclear non-use." International Organization 53, no. 3 (1999): 433-468.

Extra Reading:

- Fuhrmann, Matthew. "Taking a walk on the supply side: The determinants of civilian nuclear cooperation." Journal of Conflict Resolution 53, no. 2 (2009): 181-208.
- Nicholas Miller, 2014. "The Secret Success of Nonproliferation Sanctions," International Organization 68(4): 913-944.
- Narang, Vipin. "Strategies of nuclear proliferation: How states pursue the bomb." International Security 41, no. 3 (2016): 110-150.
- Fuhrmann, Matthew, and Todd S. Sechser. "Signaling alliance commitments: Hand-tying and sunk costs in extended nuclear deterrence." American Journal of Political Science 58.4 (2014).
- Lee, Kyung Suk, James D. Kim, Hwalmin Jin, and Matthew Fuhrmann. "Nuclear weapons and low-level military conflict." International Studies Quarterly 66, no. 4 (2022): sqac067.

Week 6: Military Alliances – formation, extended deterrence, credibility, reassurance

Research design presentation workshop.

Required Reading:

- James Morrow. "Alliances and Asymmetry: An Alternative to the Capability Aggregation Model of Alliances." American Journal of Political Science 35 no. 4 (1991): 904-933.
- Crescenzi, Mark JC, Jacob D. Kathman, Katja B. Kleinberg, and Reed M. Wood. "Reliability, reputation, and alliance formation." International Studies Quarterly 56, no. 2 (2012): 259-274.
- Leeds, Brett Ashley. "Do alliances deter aggression? The influence of military alliances on the initiation of militarized interstate disputes." American Journal of Political Science 47.3 (2003).
- McManus, Roseanne W. "Making it personal: The role of leader-specific signals in extended deterrence." The Journal of Politics 80, no. 3 (2018): 982-995.
- Lee, Soyoung. "The strong, the weak, and the honored: examining the decline in honored alliances post-1945." International Interactions 49, no. 1 (2023): 114-131.

Extra Reading:

- Kenwick, Michael R., John A. Vasquez, and Matthew A. Powers. "Do alliances really deter?" The Journal of Politics 77, no. 4 (2015): 943-954.
- Blankenship, Brian. "Promises under pressure: Statements of reassurance in US alliances." International Studies Quarterly 64, no. 4 (2020): 1017-1030.
- Gibler, Douglas M. "The costs of reneging: Reputation and alliance formation." Journal of Conflict Resolution 52, no. 3 (2008): 426-454.

Week 7: Economic, human, border, climate security, emerging technology

Research design presentation workshop.

Required Reading:

- Li, Quan, and Rafael Reuveny. 2011. “Does trade prevent or promote interstate conflict initiation?” Journal of Peace Research 48 (4):437–453.
- Humphreys, Macartan. "Natural resources, conflict, and conflict resolution: Uncovering the mechanisms." Journal of Conflict Resolution 49, no. 4 (2005): 508-537.
- Simmons, Beth A., and Michael R. Kenwick. "Border orientation in a globalizing world." American Journal of Political Science 66, no. 4 (2022): 853-870.
- Strezhnev, Anton, Judith G. Kelley, and Beth A. Simmons. "Testing for Negative Spillovers: Is Promoting Human Rights Really Part of the “Problem”?" International Organization 75.1 (2021).
- Arias, Sabrina B., and Christopher W. Blair. "In the eye of the storm: Hurricanes, climate migration, and climate attitudes." American Political Science Review 118, no. 4 (2024).
- Schwartz, Joshua A., Matthew Fuhrmann, and Michael C. Horowitz. "Do armed drones counter terrorism, or are they counterproductive? Evidence from eighteen countries." International Studies Quarterly 66, no. 3 (2022): sqac047.

Extra Reading:

- Early, Bryan R. "Alliances and trade with sanctioned states: A study of US economic sanctions, 1950–2000." Journal of Conflict Resolution 56, no. 3 (2012): 547-572.
- Adamson, Fiona B. "Crossing borders: International migration and national security." International Security 31, no. 1 (2006): 165-199.
- Simmons, Beth A., and Robert Shaffer. "Border anxiety in international discourse." American Journal of Political Science 68, no. 2 (2024): 661-677.
- DeMeritt, Jacqueline HR. "International organizations and government killing: Does naming and shaming save lives?" International Interactions 38, no. 5 (2012): 597-621.
- Kenwick, Michael R., and Beth A. Simmons. "Pandemic response as border politics." International Organization 74, no. S1 (2020): E36-E58.
- Lee, Soyoung. "Resources and Territorial Claims: Domestic Opposition to Resource-Rich Territory." International Organization 78, no. 3 (2024): 361-396.

Week 8: Civil War

Research design presentation workshop.

Required Reading:

- De Bruin, Erica, Gabriella Levy, Livia I. Schubiger, and Michael Weintraub. "Out-Competing Rivals: Armed Group Governance and Civilian Attitudes in Colombia." American Political Science Review (2024): 1-14.
- Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." Oxford economic papers 56, no. 4 (2004): 563-595.
- Salehyan, Idean, and Kristian Skrede Gleditsch. "Refugees and the spread of civil war." International Organization 60, no. 2 (2006): 335-366.
- Walter, Barbara F. "The critical barrier to civil war settlement." International Organization 51, no. 3 (1997): 335-364.

- Prorok, Alyssa K. "Leader incentives and civil war outcomes." American Journal of Political Science 60, no. 1 (2016): 70-84.
- Grasse, Donald. "State terror and long-run development: The persistence of the Khmer Rouge." American Political Science Review 118, no. 1 (2024): 195-212.

Extra Reading:

- Cunningham, Kathleen Gallagher, Kristin M. Bakke, and Lee JM Seymour. "Shirts today, skins tomorrow: Dual contests and the effects of fragmentation in self-determination disputes." Journal of Conflict Resolution 56, no. 1 (2012): 67-93.
- Sambanis, Nicholas. "Do ethnic and nonethnic civil wars have the same causes?" Journal of Conflict Resolution 45, no. 3 (2001): 259-282.
- Cunningham, David E. "Blocking resolution: How external states can prolong civil wars." Journal of Peace Research 47, no. 2 (2010): 115-127.
- Hartzell, Caroline, and Matthew Hoddie. "Institutionalizing peace: power sharing and post-civil war conflict management." American Journal of Political Science 47, no. 2 (2003): 318-332.
- Kydd, Andrew, and Barbara F. Walter. "Sabotaging the peace: The politics of extremist violence." International Organization 56, no. 2 (2002): 263-296.
- Humphreys, Macartan, and Jeremy M. Weinstein. "Handling and manhandling civilians in civil war." American Political Science Review 100, no. 3 (2006): 429-447.

Week 9: Independent Reading and Research Workshop

Week 10: Psychology and legacies of violence

Required Reading:

- Kertzer, Joshua, Brian Rathbun, and Nina Srinivasan Rathbun. "The price of peace: Motivated reasoning and costly signaling in international relations." International Organization 74.1(2020).
- Schnakenberg, Keith E., and Carly N. Wayne. "Anger and political conflict dynamics." American Political Science Review 118, no. 3 (2024): 1158-1173.
- Landau-Wells, Marika. "Building from the brain: Advancing the study of threat perception in International Relations." International Organization 78, no. 4 (2024): 627-667
- Lupu, Noam, and Leonid Peisakhin. "The legacy of political violence across generations." American Journal of Political Science 61, no. 4 (2017): 836-851.
- Kim, James D. "The long-run impact of childhood wartime violence on preferences for nuclear proliferation." Journal of Conflict Resolution 68, no. 1 (2024): 108-137.

Extra Reading:

- Jervis, Robert. 1976. Perception and Misperception in International Politics. Princeton: Princeton University Press. Chapters 1-4.
- Mercer, Jonathan. "Emotional beliefs." International Organization 64, no. 1 (2010): 1-31.
- Pomeroy, Caleb. "Hawks Become Us: The Sense of Power and Militant Foreign Policy Attitudes." Security Studies 33, no. 1 (2024): 88-114.
- Gurr, Ted. "Psychological factors in civil violence." World Politics 20, no. 2 (1968): 245-278.
- Charnysh, Volha, and Evgeny Finkel. "The death camp Eldorado: Political and economic effects of mass violence." American Political Science Review 111, no. 4 (2017): 801-818.

This syllabus is a sample and may be revised to reflect institutional requirements and the academic calendar.

The Domestic Politics of International Conflict

Sample Course Syllabus – Graduate Level

Jungmin Han, Ph.D. (jhan@tcd.ie)

Course Description and Rationale

This seminar examines how domestic political actors, institutions, and information environments shape international conflict, rivalry, and cooperation, and how international security dynamics, in turn, influence domestic political processes and democratic governance. Moving beyond approaches that treat states as unitary actors, we investigate the roles of leaders, opposition parties, public opinion, legislatures, and information intermediaries in shaping foreign policy. Particular attention is given to how external threats affect democratic resilience and political polarization, and to how emerging technologies transform the relationship between domestic and international politics.

The course is organized into three parts: **(I) political actors and the domestic foundations of foreign policy**; **(II) domestic institutions, international conflict, and democratic governance**; and **(III) digital communication and the domestic–international nexus**. Students evaluate competing theories and research designs, distinguish association from causal evidence, and develop independent research projects.

Learning Objectives

By the end of the course, students should be able to (1) explain major theories linking domestic politics to international conflict; (2) compare democratic and authoritarian mechanisms of foreign-policy decision-making; (3) critically evaluate qualitative, quantitative, and experimental research; (4) assess the effects of information technologies on political mobilization, international rivalry, and democratic institutions; and (5) formulate and present an original research design or empirical paper.

Readings and Access

The schedule combines foundational theoretical scholarship with more recent empirical research. Readings are divided into required and extra readings; selected chapters or excerpts may be assigned to keep the weekly workload manageable. Materials can be accessed through academic libraries and publicly available sources, where available.

Requirements and Assessment

- **Discussion leadership and comparative memo (30%):** Lead one seminar discussion. Submit a four-page memo comparing the week's theoretical claims, evidence, and research designs, along with six discussion questions, at least 24 hours before class (15% memo; 15% facilitation).
- **Research paper or substantive research proposal (50%):** A substantial project focused on the domestic politics of international conflict. A proposed graduate-level target is 25–35 pages for a full paper, or an instructor-approved shorter proposal for advanced undergraduates. Submit a proposal/rough draft around the middle of term (15%), final paper (30%), and research transparency appendix (5%). Quantitative papers should supply reproducible code and documentation where feasible; qualitative studies should document source selection and evidence.

- **Seminar participation (20%):** Prepared, thoughtful engagement, active listening, and evidence-based discussion. Students may participate through oral contributions and other instructor-approved formats.

Accessibility and academic integrity: Students are encouraged to discuss access needs and learning accommodations with the instructor, in accordance with applicable institutional procedures. All submitted work must appropriately acknowledge sources and represent the student's own intellectual contribution. Generative-AI tools may be used only as permitted for individual assignments; substantive use must be disclosed and their outputs critically evaluated. Specific attendance, assessment, and accommodation arrangements will follow the policies of the institution offering the course.

Schedule: Weeks indicate teaching units rather than specific calendar dates; the sequence may be adjusted to fit the academic term.

Part I: Actors, Publics, and Foreign Policy

Week 1: Beyond Unitary States: Reconsidering International Conflict

Required Reading:

- Waltz, Kenneth. 2010 (reprint of 1979 edition). Theory of International Politics. Waveland Press, pgs. 18-78
- Wagner, R. Harrison. War and the State: The Theory of International Politics. University of Michigan Press. pgs. preface, 1-103, 197-238 (just get the main ideas and criticism of Waltz)
- Reiter, Dan. 2003. Exploring the Bargaining Model of War. Perspectives on Politics. (skim) Access through institutional library
- Putnam, Robert. 1988. Diplomacy and Domestic Politics: The Logic of Two-Level Games. International Organization. Access through institutional library
- Bueno de Mesquita, Bruce. 2002. Domestic Politics and International Relations. International Studies Quarterly. Access through institutional library

Extra Reading:

- Kaarbo, Juliet. A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR. International Studies Review. Access through institutional library.

Week 2: Conceptualizing Leaders and the Public in Democratic Foreign Policy

Required Reading:

- Lippmann, Walter. 1997. Public Opinion. Free Press. pgs. 3-68, 150-184, 201-230, 250-262
- Dewey, John. 1994. The Public and Its Problems. Ohio University Press pgs. 3-109, 185-219
- Reiter, Dan and Allan Stam. Democracies at War. pgs. 1-57.
- Desch, Michael. Democracy and Military Effectiveness. pgs. 1-69
- Colaresi, Michael. 2014. Democracy Declassified. pgs. 1-75.

Extra Reading:

- Chapman, Terrence and Dan Reiter. 2004. The United Nations Security Council and the Rally 'Round the Flag Effect. The Journal of Conflict Resolution. Access through institutional library

- Kertzer, Joshua D., et al. (2026). "Elite Misperceptions in Foreign Policy." *British Journal of Political Science.*
- Peez, Anton, and Felix S. Bethke (2025). "Does Public Opinion on Foreign Policy Affect Elite Preferences?" *International Studies Quarterly.*

Week 3: Leaders (and Opposition) in International Conflict and (In)Security (Comparing Democracies and Autocracies)

Required Reading: Political Science Review. Access through institutional library

- Bueno de Mesquita, Bruce, and Randolph Siverson. 1995. "War and the Survival of Leaders: A Comparative Study of Regime Types and Political Accountability. *American Political Science Review.*
- Chiozza, Giacomo and Hein Goemans. 2011. Leaders and International Conflict. Cambridge University Press. pgs. 1-116, 195-205. Debs, Alexander and Hein Goemans. 2010. Regime Type, the Fate of Leaders, and War. American Political Science Review. Access through institutional library
- Horowitz, Michael, Allan Stam, and Cali Ellis. 2015. Why Leaders Fight. pgs. 1-92, 178-187.
- Saunders, Elizabeth. 2017. No Substitute for Experience. International Organization. Access through institutional library

Extra Reading:

- Saunders, Elizabeth. 2017. Leaders at War. Cornell University Press.
- Croco, Sarah. 2011. The Decider's Dilemma. American Political Science Review.
- Croco, Sarah and Jessica Weeks. 2016. War Outcomes and Leader Tenure. World Politics. Access through institutional library
- Horowitz, Michael, Allan Stam, and Cali Ellis. 2015. *Why Leaders Fight.* Additional chapters.
- Chiozza, Giacomo, and Hein Goemans. 2011. *Leaders and International Conflict.* Additional chapters.
- de Vogel, Sasha, and Jessica S. Sun (2024). "Crisis Bargaining, Domestic Politics and Russia's Invasion of Ukraine." *Conflict Management and Peace Science.*

Week 4: Parties and the Public in International Conflict and (De)Mobilization

Required Reading:

- Trubowitz, Peter. 2011. Politics and Strategy: Partisan Ambition and American Statecraft. Princeton University Press. Read pages 1-43 and 129-150 more carefully, and just get the main ideas of the other chapters.
- Snyder, Jack. 1991. Myths of Empire. Cornell University Press. pg. 1-111, 305-322; and skim pgs. 255-304.
- Matthew Baum and Philip Potter. 2015. War and Democratic Constraint. pgs. 1-52
- Reiter, Dan and Allan Stam. Democracies at War. pgs. 144-163, 193-205.
- Colaresi, Michael. 2014. Democracy Declassified. pgs. 75-122.

Extra Reading:

- Kaarbo, Juliet. 2012. Coalition Politics and Cabinet Decision Making: A Comparative Analysis of Foreign Policy Choices. University of Michigan Press.

- Hagan, Joseph. 1993. Political Opposition and Foreign Policy in Comparative Perspective. Lynne Rienner Press.
- Colaresi, Michael. 2005. Scare Tactics. Syracuse University Press.
- Chavez, Kerry (2024). "US Military Intervention and Presidential Communication Frames." *Journal of Politics*.
- Barbera, Pablo, et al. (2024). "Distract and Divert: How World Leaders Use Social Media During Contentious Politics." *International Journal of Press/Politics*.

Part II: Domestic Institutions and International Conflict

Week 5: The Democratic Peace Correlation

Required Reading:

- Dafoe, Allan. 2014. Statistical Critiques of the Democratic Peace: Caveat Emptor. American Journal of Political Science. Access through institutional library
- Park, Johann and Michael Colaresi. 2014. Safe Across the Border: The Continued Significance of the Democratic Peace When Controlling for Stable Borders. International Studies Quarterly. Access through institutional library
- Slantchev, Branislav, Anna Alexandrova, and Erik Gartzke. Probabilistic Causality, Selection Bias, and the Logic of the Democratic Peace. American Political Science Review. Access through institutional library
- Matthew Baum and Philip Potter. 2015. War and Democratic Constraint. pgs. 53-83

Extra Reading:

- Choi, Seung-Whan. 2016. A Menace to the Democratic Peace? Dyadic and Systematic Difference. International Studies Quarterly. Access through institutional library
- Bell, Mark, and Kai Quek. 2018. Authoritarian Public Opinion and the Democratic Peace. International Organization. Access through institutional library
- Kenealy, Andrew (2025). "The Democratic Patience." *Journal of Peace Research*.
- Bakke, Kristin M., Marianne Dahl, and Kit Rickard (2025). "Conflict Exposure and Democratic Values: Evidence from Wartime Ukraine." *Journal of Peace Research*.

Week 6: The Selectorate Theory of War, Legislatures, and Secrecy

Required Reading:

- Bueno de Mesquita, Bruce, Alastair Smith, Randolph Siverson, and James Morrow. 2003. The Logic of Political Survival. MIT Press. selected chapters (especially chapters on winning coalitions and political survival)
- Schultz, Kenneth. Democracy and Coercive Diplomacy. pgs. 1-56.
- Colaresi, Michael. Secrecy Dilemma. pgs. 123-232.
- Bell, Sam and Carla Martinez Machain. 2018. Democracy, Transparency, and Secrecy in Crisis. Foreign Policy Analysis. Access through institutional library

Extra Reading:

- Lagasse, Philippe and Stephen Saideman. 2017. Public Critic or Secretive Monitor: Party Objectives

and Legislative Oversight of the Military in Canada. West European Politics. Access through academic library.

- Myrick, Rachel. Forthcoming. Why So Secretive? Unpacking Public Attitudes Towards Secrecy and Success in US Foreign Policy. The Journal of Politics. Access through academic library.
- Ripsman, Norrin. 2002. Peacemaking by Democracies. pgs. 1-90.
- Gaubatz, Kurt. 2001. Elections and War. Yale University Press.

Week 7: Audience Costs (and benefits?)

Required Reading:

- Fearon, James. 1994. Domestic Political Audiences and the Escalation of International Disputes. American Political Science Review. Access through institutional library
- Schultz, Kenneth. Democracy and Coercive Diplomacy. pgs. 57-115.
- Snyder, Jack and Erica Borghard. 2011. The Cost of Empty Threats: A Penny, Not a Pound. American Political Science Review. Access through institutional library
- Weeks, Jessica. 2008. Autocratic Audience Costs: Regime Type and Signaling Resolve. International Organization. Access through institutional library
- Gartzke, Erik and Yonatan Lupu. 2012. Still Looking for Audience Costs. Security Studies. Access through institutional library
- Matthew Baum and Philip Potter. 2015. War and Democratic Constraint. pgs. 86-150

Extra Reading:

- Tomz, Michael. 2007. Domestic Audience Costs in International Relations: An Experimental Approach. International Organization. Access through institutional library
- Slantchev, Branislav. 2006. Politicians, the Media, and Domestic Audience Costs. International Studies Quarterly. Access through institutional library
- Debs, Alexandre and Jessica Chen Weiss. 2016. Circumstances, Domestic Audiences, and Reputational Incentives in International Crisis Bargaining. Journal of Conflict Resolution. Access through academic library.
- Weiss, Jessica Chen. 2014. Powerful Patriots. Oxford University Press.
- Takei, Makito (2024). "Audience Costs and the Credibility of Public versus Private Threats in International Crises." *International Studies Quarterly.*

Week 8: Independent Research and Paper Workshop

Compare one foundational and one recent study of public support for the use of force; submit a research question and preliminary bibliography.

Extra Reading:

- French, Erik, and Colin French (2024). "Foreign Policy and Public Support for War: New Experimental Evidence." *Democracy and Security.*

Week 9: The Structure of Foreign Policy Interests and Domestic Politics

Required Reading:

- Milner, Helen and Dustin Tingley. 2017. Sailing the Water's Edge. Princeton University Press. Chapters 1-3, 6, and 8.
- Fordham, Benjamin. 2019. The Domestic Politics of World Power: Explaining Debates over the United States Battleship Fleet, 1890-1. International Organization. Access through institutional library
- Matthew Baum and Philip Potter. 2015. War and Democratic Constraint. pgs. 151-162, 222-236
- Hyde, Susan and Elizabeth Saunders. Forthcoming. Recapturing Regime Type in International Relations (review essay). International Organization. Available here

Midterm research paper draft due.

Extra Reading:

- Fordham, Benjamin. 2008. "Economic Interests and Congressional Voting on Security Issues". Journal of Conflict Resolution. Access through institutional library
- Introduction to The Culture of National Security. by Peter Katzenstein (ed) Columbia University Press.
- Peez, Anton, and Felix S. Bethke (2025). "Does Public Opinion on Foreign Policy Affect Elite Preferences?" *International Studies Quarterly.*

Week 10: International Security Threats and Democratic Resilience

How do external military threats, geopolitical competition, and war influence democratic values, polarization, and public support for democratic norms?

Required Reading:

- Bakke, Kristin M., Marianne Dahl, and Kit Rickard (2025). "Conflict Exposure and Democratic Values: Evidence from Wartime Ukraine." *Journal of Peace Research.*
- Nugent, Elizabeth. 2020. "The Psychology of Repression and Polarization." *World Politics* 72(2): 291–334.

Part III: Digital Communication and Conflict

Week 11: Propaganda, Communication, and (De)Mobilization Within and Across Borders

- Messinger, Gary. 2011. The Battle for the Mind. Massachusetts Press. pg. 1-37, 143-250.
- Krebs, Ronald. 2015. Narrative and the Making of US National Security. pgs. 1-65, and 265-300
- Miskimmon, Alister, Ben O'Loughlin and Laura Roselle. Strategic Narratives. Chapters 1, 2, 5, and 6.

Extra Reading:

- Krebs, Ronald. 2015. *Narrative and the Making of US National Security.* Additional chapters.
- Messinger, Gary. 2011. *The Battle for the Mind.* Additional chapters.
- Chavez, Kerry (2024). "US Military Intervention and Presidential Communication Frames." *Journal of Politics.*
- DiResta, Renee, and Josh A. Goldstein (2025). "Full-Spectrum Propaganda in the Social Media Era." *Security Studies.*

Week 12: Research Workshop: Information, Communication, and Measurement

Bring a text, survey, or event-data measurement plan, addressing sampling limitations, validation, and reproducibility.

Extra Reading:

- Martin, Diego A., et al. (2024). "Trends in Online Influence Efforts." Empirical Studies of Conflict Project..

Week 13: Social Media, Disinformation, and Cybersecurity

Required Reading:

- Singer, P.W. and Emerson Brooking. 2018. LikeWar: The Weaponization of Social Media. Eamon Dolan. pgs. 1-52, 148-180, and 258-273.
- Woolley, Samuel and Philip Howard. 2019. "Introduction: Computational Propaganda Worldwide" Chapter in Woolley, Samuel and Philip Howard (ed) Computational Propaganda.
- Sanovich, Sergey. 2019. "Russia: The Origins of Digital Misinformation" Chapter in Woolley, Samuel and Philip Howard (ed) Computational Propaganda.
- Zhdadova, Mariia and Dariya Orlova. 2019. "Ukraine: External Threats and Internal Challenges" Chapter in Woolley, Samuel and Philip Howard (ed) Computational Propaganda.
- Woolley, Samuel and Douglas Guilbeault. 2019. "United States: Manufacturing Consensus Online" Chapter in Woolley, Samuel and Philip Howard (ed) Computational Propaganda.
- Woolley, Samuel and Philip Howard. 2019. "Conclusion: Political Parties, Politicians, and Computational Propaganda" Chapter in Woolley, Samuel and Philip Howard (ed) Computational Propaganda.

Extra Reading:

- Beskow, David and Kathleen Carley. 2019. "Social Cybersecurity: An Emerging National Security Requirement" Military Review. Available online here.
- Vaidhyanathan, Siva. 2018. Anti-Social Media. Oxford University Press. Chapters 1, 2, 3, 6, and 7
- Marigliano, Rebecca, Lynnette Hui Xian Ng, and Kathleen M. Carley (2024). "Analyzing Digital Propaganda and Conflict Rhetoric." *Social Network Analysis and Mining.*
- Hameleers, Michael (2025). "The Visual Nature of Information Warfare." *Journal of Communication.*

Week 14: Continuity and Change in Digital-Age Conflict

- Zeitzoff, Thomas. 2017. How Social Media is Changing Conflict. Journal of Conflict Resolution.
- Bjola, Corneliu and Ilan Manor. 2018. Revisiting Putnam's Two-Level Game Theory In the Digital Age. Cambridge Review of International Affairs. Access through institutional library
- Colaresi, Michael. 2014. Secrecy Dilemma. Oxford University Press. pgs. 233-252.
- O'Connor, Cailin and James Owen Weatherall. 2019. *The Misinformation Age.* Yale University Press. Selected chapters.
- Lake, David. 2018. "International Legitimacy Lost? Rule and Resistance when America Is First. *Perspectives on Politics.*

Extra Reading:

- Sanger, David. 2018. The Perfect Weapon. Crown Press.

- Kello, Lucas. 2017. The Virtual Weapon and International Order. Yale University Press.
- Greenberg, Andy. 2019. Sandworm. Doubleday.
- Gartzke, Erik and Jon Lindsay. 2015. Weaving Tangled Webs: Offense, Defense, and Deception in Cyberspace. Security Studies. Access through institutional library
- Barbera, Pablo and Thomas Zeitzoff. 2018. The New Public Address System. International Studies Quarterly.
- Gohdes, Anita. 2018. Studying the Internet and Violent Conflict. Conflict Management and Peace Science. Access through institutional library
- DiResta, Renee, and Josh A. Goldstein (2025). "Full-Spectrum Propaganda in the Social Media Era." *Security Studies*.

This syllabus is a sample and may be revised to reflect institutional requirements and the academic calendar.

Emerging Technology and International Security

Sample Syllabus

Instructor: Jungmin Han, Ph.D.
Office Hours: By appointment

Course Description

How will artificial intelligence transform international conflict? Will emerging technologies, like AI, make military crises easier to manage or more difficult to control? Does technological competition between major powers accelerate innovation at the expense of safety and democratic accountability? And how should governments respond when algorithms increasingly inform decisions about conflict, surveillance, targeting, and political communication?

This course examines how emerging computational technologies are reshaping international security. We focus especially on artificial intelligence, but also consider autonomous weapons, cyber capabilities, computational forecasting, surveillance technologies, and AI-generated political information. Rather than treating technology as an independent force, the course asks how political institutions, strategic rivalry, organizational incentives, and public opinion shape both the development and consequences of new technologies.

The course is organized around four themes. First, we examine theories of technological change, military innovation, and international competition. Second, we study how AI and related technologies may transform deterrence, crisis bargaining, intelligence, military decision-making, and warfare. Third, we examine the political consequences of computational technologies beyond the battlefield, including disinformation, surveillance, public opinion, and algorithmic conflict forecasting. Finally, we consider emerging debates over AI governance, democratic accountability, and U.S.–China technological competition.

Throughout the course, students will evaluate competing claims using scholarly research, policy reports, experimental evidence, and computational data. No prior programming experience is required.

Learning Objectives

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

- Explain major theories linking technological change to international conflict and security;
- Evaluate competing arguments about how AI may affect deterrence, crisis stability, escalation, and military effectiveness;
- Analyze how international rivalry shapes technological development and governance;
- Assess the political consequences of autonomous weapons, algorithmic forecasting, surveillance, and AI-generated information;
- Explain how emerging technologies affect public opinion, political communication, and democratic accountability;

- Critically evaluate quantitative, experimental, and computational evidence used in research on technology and security;
- Develop an evidence-based research project on an emerging technology and its implications for international politics.

Course Structure

The course is organized around four substantive themes:

1. **Technology, Power, and International Competition**
2. **AI, Conflict, and Military Decision-Making**
3. **Computational Technologies, Information, and Political Behavior**
4. **AI Governance and the Future of International Security**

Most class meetings will combine a short lecture with student discussion, structured debates, case analysis, interpretation of quantitative or textual evidence, and small-group exercises. Several class meetings will introduce students to computational evidence used in contemporary security research, including conflict forecasts, social-media data, and text-as-data applications.

Course Requirements

Assignment	**Weight**
Participation and Discussion	15%
Analytical Response Memos (2)	20%
Technology and Security Policy Brief	15%
Computational Evidence Exercise	15%
Final Research Paper	25%
Research Presentation	10%
Total	**100%**

Participation and Discussion (15%)

Active participation is an important component of the course. Students should complete assigned readings before class and arrive prepared to discuss their theoretical arguments, empirical evidence, and policy implications.

Participation may include whole-class discussion, structured debates, small-group exercises, written reflections, and analysis of contemporary cases. The goal is not simply to speak frequently, but to evaluate arguments critically, connect readings, and engage constructively with competing perspectives.

Analytical Response Memos (20%)

Students will write two short analytical essays of approximately 800–1,000 words. Each memo will address a theoretical or policy debate examined in class.

Possible questions include:

- Does artificial intelligence increase or decrease crisis stability?
- Will autonomous weapons make warfare more or less escalatory?
- Does competition with geopolitical rivals encourage states to sacrifice AI safety for technological speed?
- Can algorithmic forecasts improve decisions about conflict prevention?

Students should compare competing arguments rather than simply summarize readings.

Technology and Security Policy Brief (15%)

Students will prepare a 1,500-word policy brief on an emerging technology and an international security problem. The brief should identify the relevant technology, explain the strategic problem it creates or addresses, evaluate available evidence, and recommend possible policy responses.

Topics might include autonomous weapons, AI-enabled intelligence, cyber operations, deepfakes, military decision-support systems, or AI governance.

Computational Evidence Exercise (15%)

Students will complete a guided exercise examining how computational evidence is used in contemporary security research.

Depending on available data, students might:

- interpret predictions from a conflict-forecasting model;
- compare human and algorithmic assessments of political violence;
- analyze patterns in a small corpus of political or foreign-policy texts;
- evaluate the strengths and limitations of AI-generated classifications;
- identify potential sources of measurement error, bias, and uncertainty.

The purpose of the assignment is not to teach programming, but to develop students' ability to evaluate computational evidence critically.

Final Research Paper (25%)

Students will complete an 8–10 page research paper examining a question at the intersection of emerging technology and international security.

Possible topics include:

- AI and crisis escalation;
- U.S.–China technological competition;
- autonomous weapons and international law;
- AI-based conflict forecasting;
- computational technologies and humanitarian intervention;
- deepfakes and international crises;
- AI surveillance and authoritarian politics;
- public opinion toward AI-enabled military systems;
- technological rivalry and AI governance;
- algorithmic bias in national-security decision-making.

Students will be evaluated on the clarity of their research question, theoretical argument, use of evidence, engagement with relevant scholarship, and quality of writing.

Research Presentation (10%)

During the final week, students will give a short presentation of their research project. Presentations should identify the research question, theoretical argument, evidence, findings or expectations, and broader implications for international security.

Course Readings

All required readings will be available through the course learning-management system.

Readings will combine political science scholarship with selected policy reports and primary documents. Students will encounter quantitative, experimental, qualitative, and computational research and will be encouraged to evaluate how different forms of evidence support competing claims about technology and security.

Course Schedule

Week	Topic and Selected Readings
1	**Introduction: Will AI Transform International Security?** Course introduction; technological change, uncertainty, and international politics. Paul Scharre. 2023. *Four battlegrounds: Power in the age of artificial intelligence*, Ch 1.
2	**Technology, Military Innovation, and International Power** Michael C. Horowitz. 2010. *The diffusion of military power: Causes and consequences for international politics*, Ch 1 and 2. Discussion: when do new technologies change the balance of power?
3	**Artificial Intelligence and Great-Power Competition** Michael C. Horowitz. 2018. *Artificial intelligence, international competition, and the balance of power*, Ch 1 and 2 Selected policy readings on U.S.–China technological competition.
4	**The AI Race: Innovation, Rivalry, and Technological Acceleration** Discussion of technological races and security dilemmas. Case analysis: semiconductor controls and U.S.–China competition.
5	**Autonomous Weapons and the Future of Warfare** Paul Scharre. 2018. *Army of none: Autonomous weapons and the future of war*, Ch 1 and 2 Debate: should lethal autonomous weapons be restricted?
6	**AI, Deterrence, and Crisis Stability** Selected scholarship on emerging technology, deterrence, and escalation. Simulation exercise: AI-enabled decision-making during an international crisis.
7	**Algorithms, Intelligence, and Military Decision-Making** How AI changes surveillance, intelligence analysis, targeting, and command decisions. Discussion: automation bias and human–machine interaction.

Course Schedule (continued)

Week	Topic and Selected Readings
8	**Can Algorithms Predict Political Violence?** Introduction to computational conflict forecasting. Discussion: prediction, uncertainty, and preventive intervention. Computational Evidence Exercise
9	**Cyber Conflict and Emerging Technologies** Thomas Rid. 2014. *Cyber war will not take place* in *Strategic Studies* (pp. 408-428). Routledge. Discussion: cyber capabilities, signaling, and escalation.
10	**AI, Disinformation, and Foreign Influence** Selected scholarship on computational propaganda, deepfakes, and political communication. Case analysis: AI-generated information during international crises.
11	**Surveillance, AI, and Authoritarian Power** Selected research on digital surveillance and authoritarian governance. Comparative discussion: China and democratic surveillance systems.
12	**Public Opinion and AI in International Security** How do citizens evaluate AI-generated security information? Survey experiments, source credibility, uncertainty, and support for military intervention.
13	**Democratic Discourse and the Politics of AI Development** Does geopolitical rivalry narrow democratic debate over technological risks? Case comparison: the United States, China, and South Korea.
14	**Governing AI: Safety, Regulation, and International Cooperation** Selected readings on international AI governance and institutional cooperation. Debate: can geopolitical rivals cooperate on AI safety?
15	**The Future of AI and International Security** Comparative review: technological rivalry, conflict, governance, and political accountability. Student research presentations.

Inclusive Learning Environment

My goal is to create a classroom in which students with different academic backgrounds, methodological preparation, and perspectives can participate meaningfully in political inquiry.

Students may enter the course with very different levels of familiarity with international security, statistics, computer science, or artificial intelligence. No programming background is assumed. I therefore use structured discussion, small-group exercises, scaffolded assignments, and guided interpretation of quantitative and computational evidence so that all students can engage meaningfully with the material.

Because many topics examined in this course—including warfare, surveillance, authoritarianism, political violence, and military technologies—may generate disagreement, students are expected to engage one another's arguments respectfully and distinguish analytical critique from personal judgment.

Use of Generative AI

Because generative AI is itself an object of study in this course, students will engage directly with AI tools in selected classroom exercises. The goal is to understand both their capabilities and their limitations.

Generative AI may be used for limited purposes such as brainstorming research questions, clarifying concepts, generating alternative search terms, or comparing AI-generated output with scholarly evidence. Students may not submit AI-generated prose as their own work.

Any use of generative AI in graded assignments must be disclosed and comply with assignment-specific instructions. Students remain responsible for verifying factual claims, reading and citing original sources, evaluating evidence, and developing their own arguments.

Academic Integrity

Students are expected to follow the institution's academic integrity policies. All written work must appropriately acknowledge the ideas, arguments, data, and evidence of others.

Plagiarism, unauthorized collaboration, fabrication of evidence, or submission of work produced by another person or system may result in academic penalties consistent with university policy.

Accessibility and Student Support

Students who require accommodations are encouraged to work with the appropriate accessibility office and to contact the instructor early in the semester.

I welcome conversations about how approved accommodations can be implemented effectively in this course.

This syllabus is a sample and may be revised to reflect institutional requirements, the academic calendar, and developments in artificial intelligence and international security.

Political Psychology in International Conflict

Sample Course Syllabus – Undergraduate Level

Jungmin Han, Ph.D. (jhan@tcd.ie)

Course Description

This seminar course examines the intersection of political psychology and international relations/conflict studies. The first unit introduces what can be broadly described as "cold," cognitive approaches to information processing, including heuristics and biases, prospect theory, learning from past experiences, and strategic communication through signaling. In contrast, the second unit turns to "hot," motivated models of decision-making, focusing on how stereotypes, perceptions, emotions, taboos, and indivisible issues shape political judgments in affect-driven ways. The third unit explores dispositional theories and individual differences, such as personality, operational codes, values, and ideology. While research in international relations has traditionally emphasized leaders when studying personality and operational codes, and the mass public when examining values and ideology, the boundary between elite and mass behavior has increasingly blurred. Accordingly, this unit considers how different types of actors vary systematically across these dimensions. The fourth unit addresses intergroup dynamics in international relations, including nationalism and social identity, reputation and status, reciprocity and revenge, historical memory, apologies, collective victimhood, and the impact of violence, threat, and political repression. The course concludes with biological and evolutionary perspectives, which offer new insights into many of the mechanisms discussed throughout the course.

The main objective of this seminar course is to teach you the fundamentals of applied research design and data analysis. The skills that you will learn are indispensable in academic and professional settings. We'll cover the essential intermediate and upper-intermediate quantitative and qualitative techniques used in current research in political psychology applied to international relations and conflict studies. The goal of all lectures and practice exercises is to help you write a research note/research paper in the form of a well-developed

proposal without strict requirements for collecting original empirical data.

The course material and practical assignments cover the following topics: (1) familiarize yourself with the current state of research in political psychology applied to the subfields of international relations and conflict studies; (2) how to design a sound study; (3) where to locate and how to collect relevant data; (4) how to select appropriate techniques for data analysis; and (5) how to interpret and effectively present your research findings in a short research paper.

Learning Outcomes

By the end of the semester, the students are expected to:

- Select a Research Topic and Search the Literature to Find Unanswered Questionss;
- Create a Hypothesis or Hypotheses and a Prediction or Predictions;
- Define & Measure Variables;
- Identify and Select Participants;
- Select an Observational, Experimental Approach, or Mixed;
- Create and Elaborate on the Research Design;
- Design the Analysis of the Data;
- Create an IRB Application and Pre-Register the Study;

- Present the Proposed Research Project.

Course Structure

The course will be delivered in a face-to-face format. The graded assignments will be a mix of in-class examinations and take-home tasks. We shall meet twice a week for lectures, discussions, practice exercises, and workshops for your research project.

Course Requirements and Policies

Textbook & Readings: There is no required textbook for this course. All materials are freely available either through library, open-source peer-reviewed journals, and datasets. All other required readings will be listed in the syllabus or the weekly sessions and will be placed on the course's Moodle webpage. Key readings students are to cover on a weekly basis include Huddy, Leonie, David O. Sears, Jack S. Levy, and Jennifer Jerit, The Oxford Handbook of Political Psychology (Oxford University Press, 2023). Each of the chapters in the handbook is available as a PDF via library services. A note of caution: while the reading load is not heavy, the material at times gets quite challenging, requiring repeated perusing and detailed note-taking.

Attendance: Since the material in this course is cumulative, regular attendance is vital to your success. Attendance is therefore mandatory. You can have one unexcused absence; each subsequent absence will be penalized by a three-point deduction from the final grade. A doctor's note or a documented emergency are the only valid excuses for missing class.

Drop for Non-Attendance: By the third class/laboratory period or the fifth business day of the semester (whichever comes first), students who have not attended class or contacted the instructor regarding his/her absence may be dropped from the undergraduate class roll.

Academic Honesty: The work that you submit must be your own. Plagiarism and cheating will not be tolerated in any form and will result in an automatic "F" for that assignment. To avoid complications, (1) use in-text citations to credit the source of the ideas and information that you have borrowed; (2) provide a detailed description of each reference in the bibliography; and (3) do not share solutions to your homework.

Make-up Tests and Late Work: Make-up exams are allowed only in the case of illness, accompanied by a formal medical excuse, or a documented family emergency. Late work is accepted with 5 points taken off for every day submitted late. Assignments submitted three days or more past the original due date will NOT be accepted.

Requirements for Credit Only (S/U) Grading: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better.

Statement on Students with Disabilities: In accordance with the university policies, reasonable accommodation will be provided to students with disabilities. Any student with such a need is encouraged to make an appointment with me to obtain the necessary assistance.

Use of AI Tools: In this course, students are encouraged to explore and utilize generative

AI tools, such as chatbots, text generators, paraphrasers, etc., as part of their learning and coursework. These tools can be valuable for brainstorming, drafting, and enhancing your understanding of the material. However, it is important to critically assess and cite any AI-generated content used in your assignments and projects. Students are expected to demonstrate their own understanding and critical

thinking in their final submissions. Proper attribution and transparency about your usage of an AI tool are expected.

Assignments and Grading

1. EXAMS (40%): The hands-on component of this course includes in-class timed exams. Throughout the semester, you will be working on three in-class exams based on problem sets so that you can gain first-hand experience with research design, modeling, and data analysis. Additional details on the format and content of these tests will be provided in class.

2. RESEARCH PROJECT/PAPER (40%): The major objective of this course is to teach you to apply the tools of social science research. Accordingly, you are expected to design a research project that explores a specific non-trivial puzzle in political psychology by means of quantitative or qualitative hypothesis testing. The paper should be approximately 12–20 pages long and between 4000–5000 words, including notes, tables, and references. The count does not include the appendix word count. Further instructions will be provided in class and online. The paper (30% of your grade) is due at 11:59 pm on the final lecture day for the course. Submit your paper on Moodle as a Microsoft Word attachment. Late submissions will be penalized by half of a letter grade per day. Start researching your topics immediately! Reviewing the literature and developing a project is a time-consuming process. A developed midterm draft (research paper draft), constituting 10% of your grade, is due on October 23rd. The bulk of your preliminary research must be completed by that date. The first draft, grounded in the scholarly literature, ought to (1) clearly elaborate a non-trivial research question; (2) explain project significance; (3) introduce relevant concepts and suggest operational definitions for the key variables; (4) propose a series of research hypotheses that you intend to test; (5) thoroughly describe and justify the proposed research design; (6) describe a dataset/s or other sources of data that can be realistically accessed or how the data will be generated/collected; and (7) provide a detailed bibliography/references. A helpful approach is to mimic and add to other academic papers dealing with a very similar topic of interest you have selected. A demonstration of this process of cumulative knowledge production will be provided through the course exercises, as it is a core element of empirical research in academic and industry settings.

3. RESEARCH PROJECT PRESENTATION (10%): During the final week of classes, you will be asked to deliver an Overleaf-based presentation of your project. Further details will be provided in class. `https://www.overleaf.com`

4. DISCUSSANT/PEER REVIEW (5%): This semester, you are also responsible for writing a thoughtful and constructive critique (2 pages) of another student's paper (5% of the grade). Further details will be provided in class. The written critique is due on the day when the reviewed paper is presented in class. You will have to orally present your review. The discussants will receive the peer paper they have to review 4 days before the in-class presentation.

5. PARTICIPATION (5%): In-class participation is an essential component of learning. It will constitute 5% of the grade.

Assignment and Grading Summary

- Exams: 40%
- Research presentation: 10%
- Research Paper Draft: 10%
- Research Paper Final Draft: 30%

- Peer Review: 5%
- Participation: 5%

Grading Scale

A: 94–100% C+: 77–79% A-: 90–93% C: 73–76% B+: 87–89% C-: 70–72% B: 83–86% D+: 67–69% B-: 80–82% D: 63–66% D-: 60–62% F: 0–59%

Tentative Course Schedule

Week	Substantive Topic and Weekly Readings
Week 1	**Introduction to the Current State of Political Psychology** Reading: Kertzer, Joshua D., and Dustin Tingley. 2018. "Political Psychology in International Relations: Beyond the Paradigms." Annual Review of Political Science 21(1): 319–339.
Week 2	**Rational Choice and Cognitive Constraints: Psychology and Rationality** Readings: Fearon, James D. 1995. "Rationalist Explanations for War." International Organization 49(3): 379–414. Lake, David A. 2009. "TRIPs across the Atlantic: Theory and Epistemology in IPE." Review of International Political Economy 16(1): 47–57. Elster, Jon. 2007. Explaining Social Behavior: More Nuts and Bolts for the Social Sciences. New York, NY: Cambridge University Press, pp. 191–231. Rathbun, Brian C., Joshua D. Kertzer, and Mark Paradis. 2017. "Homo Diplomaticus: Mixed-Method Evidence of Variation in Strategic Rationality." International Organization 71(S1): S33–S60.
Week 3	**Rational Choice and Cognitive Constraints: Prospect Theory** Readings: Levy, Jack S. 1992. "An Introduction to Prospect Theory." Political Psychology 13(2): 171–186. McDermott, Rose. 1998. Risk-Taking in International Politics: Prospect Theory in American Foreign Policy. University of Michigan Press, pp. 45–75. Alternative if the book chapter is unavailable: McDermott, Rose. 2004. "Prospect Theory in Political Science: Gains and Losses from the First Decade." Political Psychology 25(2): 289–312. Extra Reading (for Empirical Demonstration): Boettcher III, William A., and Michael D. Cobb. 2006. "Echoes of Vietnam? Casualty Framing and Public Perceptions of Success and Failure in Iraq." Journal of Conflict Resolution 50(6): 831–854.
Week 4	**Rational Choice and Cognitive Constraints: Heuristics and Biases** Readings: Kertzer, Joshua D., Marcus Holmes, Brad L. LeVeck, and Carly Wayne. 2022. "Hawkish Biases and Group Decision Making." International Organization 76(3): 513–548. Rapport, Aaron. 2013. "The Long and Short of It: Cognitive Constraints on Leaders' Assessments of 'Postwar' Iraq." International Security 37(3): 133–171.
Week 5	**Rational Choice and Cognitive Constraints: Learning and Signaling** Readings: Khong, Yuen Foong. 1992. Analogies at War: Korea, Munich, Dien Bien Phu and the Vietnam Decision of 1965. Princeton, NJ: Princeton University Press, pp. 51–52, 97–147. Fuhrmann, Matthew. 2020. "When Do Leaders Free-Ride? Business Experience and Contributions to Collective Defense." American Journal of Political Science 64(2): 416–431. Schelling, Thomas C. 1966. Arms and Influence. New Haven, CT: Yale University Press, Chapter 2. Hall, Todd, and Keren Yarhi-Milo. 2012. "The Personal Touch: Leaders' Impressions, Costly Signaling, and Assessments of Sincerity in International Affairs." International Studies Quarterly 56(3): 560–573.

Week	Substantive Topic and Weekly Readings
Week 6	**Hot Cognition and Motivation: Perceptions** Readings: McManus, Roseanne W. 2021. "Crazy Like a Fox? Are Leaders with Reputations for Madness More Successful at International Coercion?" British Journal of Political Science 51(1): 275–293. Duelfer, Charles A., and Stephen Benedict Dyson. 2011. "Chronic Misperception and International Conflict: The U.S.-Iraq Experience." International Security 36(1): 73–100.
Week 7	**Hot Cognition and Motivation: Stereotypes** Readings: Schwartz, Joshua A., and Christopher W. Blair. 2020. "Do Women Make More Credible Threats? Gender Stereotypes, Audience Costs, and Crisis Bargaining." International Organization 74(4): 872–895. Post, Abigail S., and Paromita Sen. 2020. "Why Can't a Woman Be More Like a Man? Female Leaders in Crisis Bargaining." International Interactions 46(1): 1–27.
Week 8	**Hot Cognition and Motivation: Emotions** Readings: Lerner, Jennifer S., Ye Li, Piercarlo Valdesolo, and Karim S. Kassam. 2015. "Emotion and Decision Making." Annual Review of Psychology 66: 799–823. McDoom, Omar Shahabudin. 2012. "The Psychology of Threat in Intergroup Conflict: Emotions, Rationality, and Opportunity in the Rwandan Genocide." International Security 37(2): 119–155. Assignment: In-Class Exam 2 (Thursday).
Week 9	**Hot Cognition and Motivation: Indivisible Issues** Readings: Fiske, Alan Page, and Philip E. Tetlock. 1997. "Taboo Trade-offs: Reactions to Transactions That Transgress the Spheres of Justice." Political Psychology 18(2): 255–297. Goddard, Stacie E. 2006. "Uncommon Ground: Indivisible Territory and the Politics of Legitimacy." International Organization 60(1): 35–68.
Week 10	**Elite and Mass-Level Dispositions: Personality and Operational Codes** Guest Speaker: Bradford Morrison (Leadership Trait Analysis). Readings: Caprara, Gian Vittorio, and Michele Vecchione. 2013. "Personality Approaches to Political Behavior." In The Oxford Handbook of Political Psychology, ed. Leonie Huddy, David O. Sears, and Jack S. Levy. New York, NY: Oxford University Press. Harden, John P. 2021. "All the World's a Stage: US Presidential Narcissism and International Conflict." International Studies Quarterly 65(3): 825–837. Renshon, Jonathan. 2009. "When Public Statements Reveal Private Beliefs: Assessing Operational Codes at a Distance." Political Psychology 30(4): 649–661. Walker, Stephen G., Mark Schafer, and Gary Smith. 2020. "The Operational Codes of Donald Trump and Hillary Clinton." In Oxford Handbook of Behavioral Political Science, ed. Alex Mintz and Lesley Terris. Oxford University Press.
Week 11	**Elite and Mass-Level Dispositions: Values and Ideology** Readings: Kertzer, Joshua D., Kathleen E. Powers, Brian C. Rathbun, and Ravi Iyer. 2014. "Moral Support: How Moral Values Shape Foreign Policy Attitudes." Journal of Politics 76(3): 825–840. Ballard-Rosa, Cameron, Mashail Malik, Stephanie Rickard, and Kenneth Scheve. 2021. "The Economic Origins of Authoritarian Values: Evidence from Local Trade Shocks in the United Kingdom." Comparative Political Studies 54(13): 2321–2353. Jost, John T. 2017. "Ideological Asymmetries and the Essence of Political Psychology." Political Psychology 38(2): 167–208. Bertoli, Andrew, Allan Dafoe, and Robert F. Trager. 2019. "Is There a War Party? Party Change, the Left–Right Divide, and International Conflict." Journal of Conflict Resolution 63(4): 950–975.
Week 12	**Social Identity and Intergroup Relations: Nationalism and Social Identity** Readings: Gries, Peter Hays. 2005. "Social Psychology and the Identity-Conflict Debate: Is the 'China Threat' Inevitable?" European Journal of International Relations 11(2): 235–265. Nugent, Elizabeth. 2020. "The Psychology of Repression and Polarization." World Politics 72(2): 291–334. Bertoli, Andrew D. 2017. "Nationalism and Conflict: Lessons from International Sports." International Studies Quarterly 61(4): 835–849. Powers, Kathleen E. 2022. Nationalisms in International Politics. Princeton, NJ: Princeton University Press, pp. 1–31.

Week	Substantive Topic and Weekly Readings
Week 13	**Social Identity and Intergroup Relations: Reputation and Status** Readings: Mercer, Jonathan. 1996. Reputation and International Politics. Ithaca, NY: Cornell University Press, Introduction and Chapter 2. Jervis, Robert, Keren Yarhi-Milo, and Don Casler. 2021. "Redefining the Debate over Reputation and Credibility in International Security: Promises and Limits of New Scholarship." World Politics 73(1). Renshon, Jonathan. 2016. "Status Deficits and War." International Organization 70(3): 513–550. Barnhart, Joslyn. 2016. "Status Competition and Territorial Aggression: Evidence from the Scramble for Africa." Security Studies 25(3): 385–419.
Week 14	**Social Identity and Intergroup Relations: Reciprocity and Revenge; Historical Memory and Apologies** Readings: Souleimanov, Emil Aslan, and Huseyn Aliyev. 2015. "Blood Revenge and Violent Mobilization: Evidence from the Chechen Wars." International Security 40(2): 158–180. Stein, Rachel. 2015. "War and Revenge: Explaining Conflict Initiation by Democracies." American Political Science Review 109(3): 556–573. Noor, Masi, Nurit Shnabel, Samer Halabi, and Arie Nadler. 2012. "When Suffering Begets Suffering: The Psychology of Competitive Victimhood between Adversarial Groups in Violent Conflicts." Personality and Social Psychology Review 16(4): 351–374. Imhoff, Roland, Michal Bilewicz, Katja Hanke, Dennis T. Kahn, Naomi Henkel-Guembel, Slieman Halabi, Tal-Shani Sherman, and Gilad Hirschberger. 2017. "Explaining the Inexplicable: Differences in Attributions for the Holocaust in Germany, Israel, and Poland." Political Psychology 38(6): 907–924.
Week 15	**Social Identity and Intergroup Relations: Legacies of Violence** Readings: Getmansky, Anna, and Thomas Zeitzoff. 2014. "Terrorism and Voting: The Effect of Rocket Threat on Voting in Israeli Elections." American Political Science Review 108(3): 588–604. Lupu, Noam, and Leonid Peisakhin. 2017. "The Legacy of Political Violence across Generations." American Journal of Political Science 61(4): 836–851.
Week 16	**In-Class Final Paper Presentations and Final/Project Draft Submissions**

This syllabus is a sample and may be revised to reflect institutional requirements and the academic calendar.