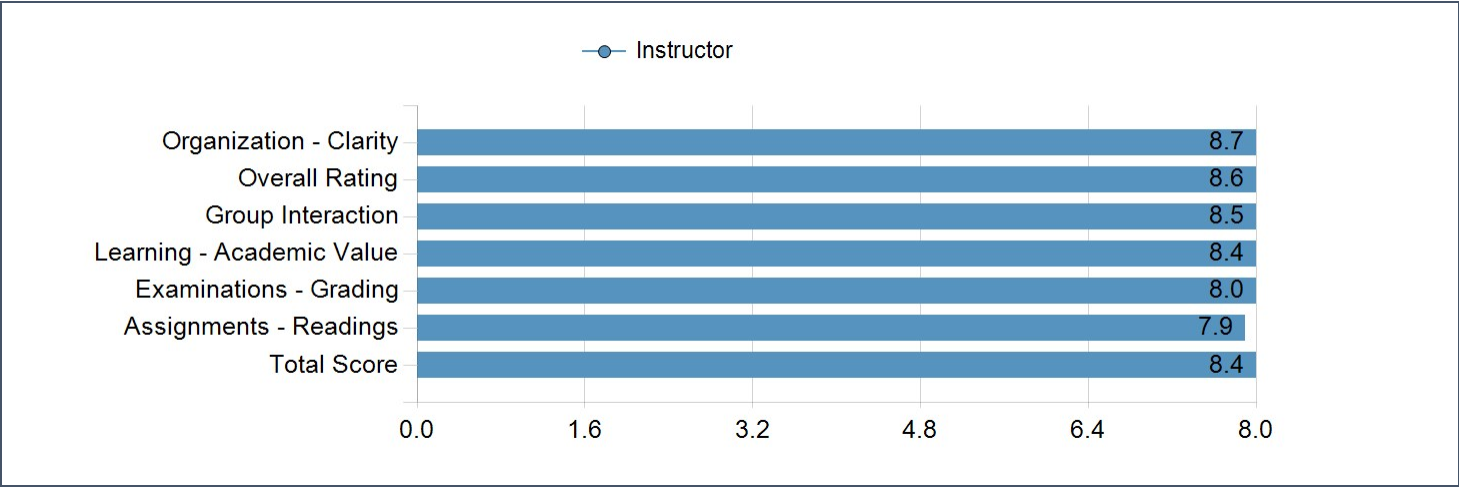


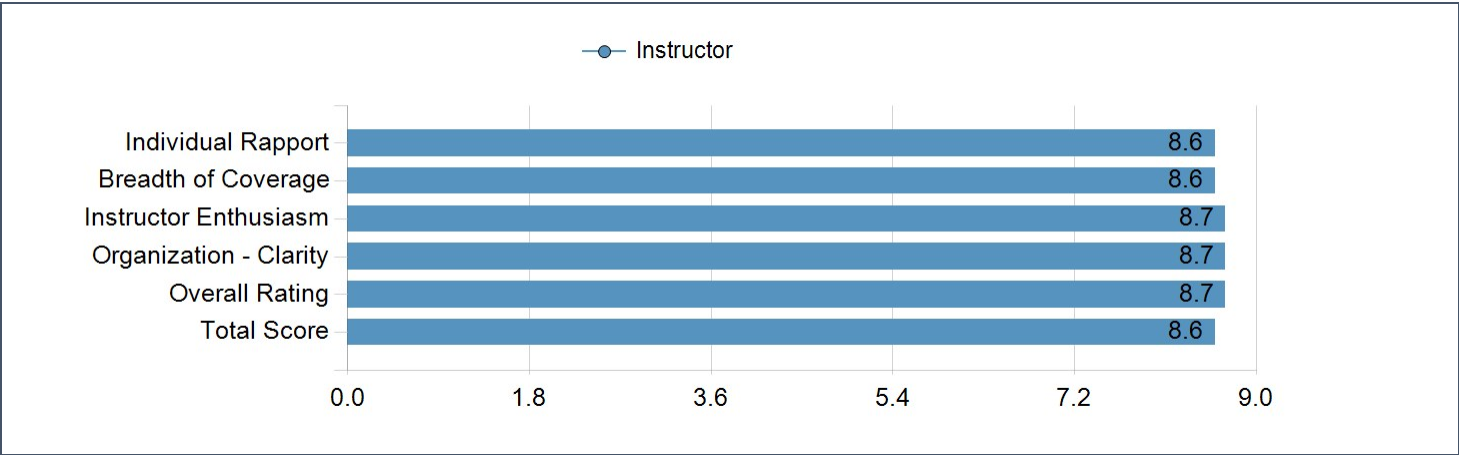
Summary

This section summarizes how students evaluated competencies in descending order. For more details, please see the Competency Analysis section.

The Content



The Instructor



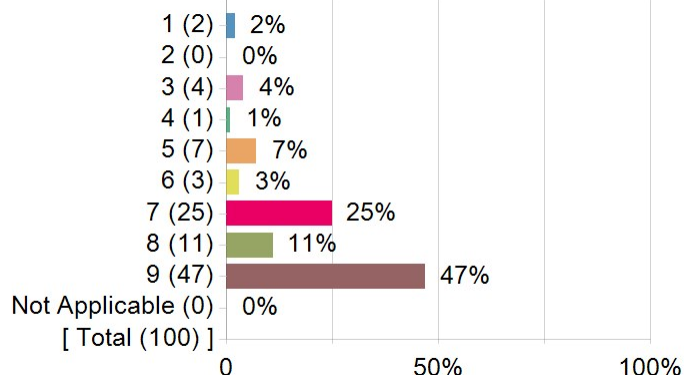
Competency Analysis

Breaks down the scores by each rating scale for Course Questions and Instructor Questions. Open ended feedback may also be provided.

Course Questions - Frequency Analysis

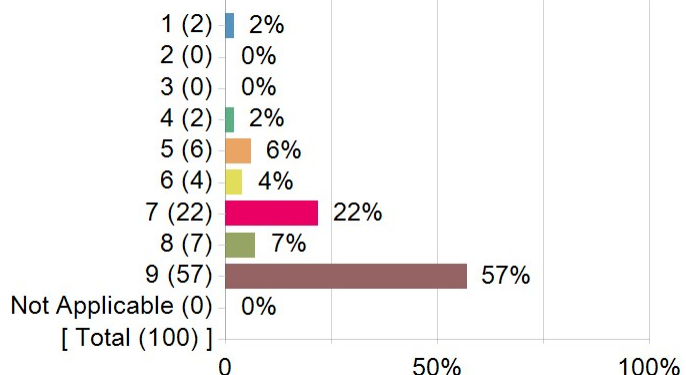
Learning - Academic Value

1. You found the class intellectually challenging and stimulating



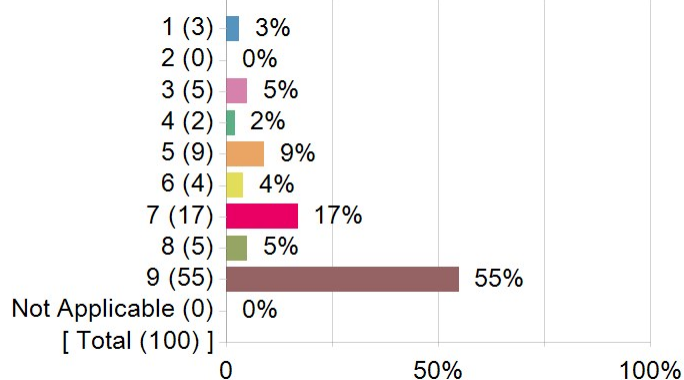
Statistics	Value
Response Count	100
Mean	7.6
Median	8.0
Mode	9
Standard Deviation	1.9

2. You learned something that you considered valuable



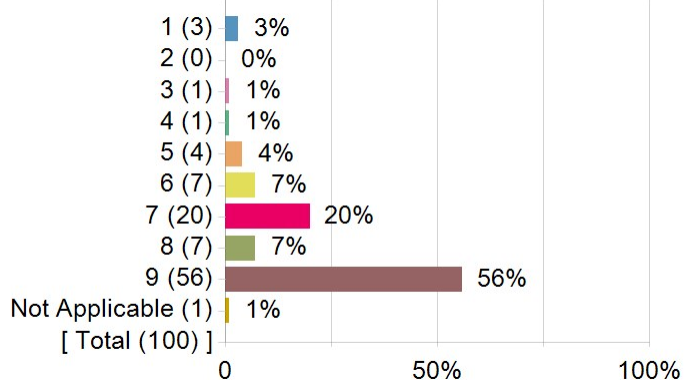
Statistics	Value
Response Count	100
Mean	7.9
Median	9.0
Mode	9
Standard Deviation	1.7

3. Your interest in this subject has increased as a consequence of this class



Statistics	Value
Response Count	100
Mean	7.5
Median	9.0
Mode	9
Standard Deviation	2.1

4. You have learned and understood the subject materials in this class



Statistics	Value
Response Count	100
Mean	7.8
Median	9.0
Mode	9
Standard Deviation	1.8

Organization - Clarity

1. Class materials were well prepared and carefully explained

1 (2)2%

2 (0)0%

3 (3)3%

4 (1)1%

5 (3)3%

6 (6)6%

7 (15)15%

8 (17)17%

9 (53)53%

Not Applicable (0)0%

[Total (100)]

Statistics	Value
Response Count	100
Mean	7.8
Median	9.0
Mode	9
Standard Deviation	1.8

2. Proposed objectives agreed with those actually taught, so you knew where the class was going

1 (2)2%

2 (1)1%

3 (0)0%

4 (1)1%

5 (3)3%

6 (4)4%

7 (16)16%

8 (12)12%

9 (61)61%

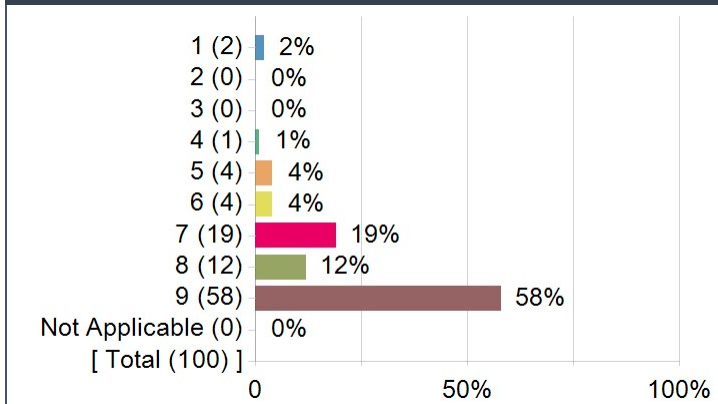
Not Applicable (0)0%

[Total (100)]

Statistics	Value
Response Count	100
Mean	8.0
Median	9.0
Mode	9
Standard Deviation	1.7

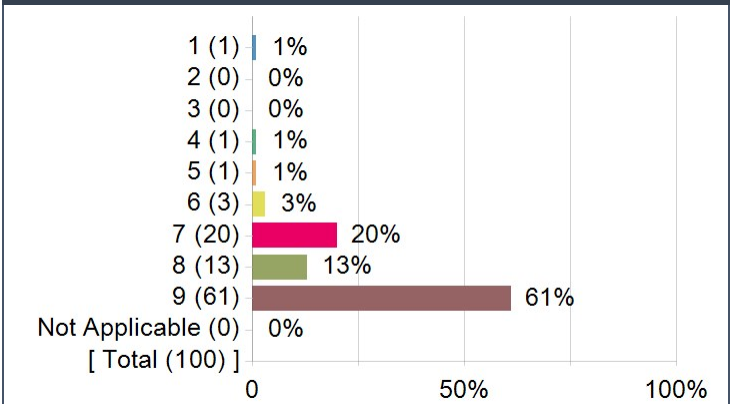
Group Interaction

1. Students were encouraged to participate in class discussions



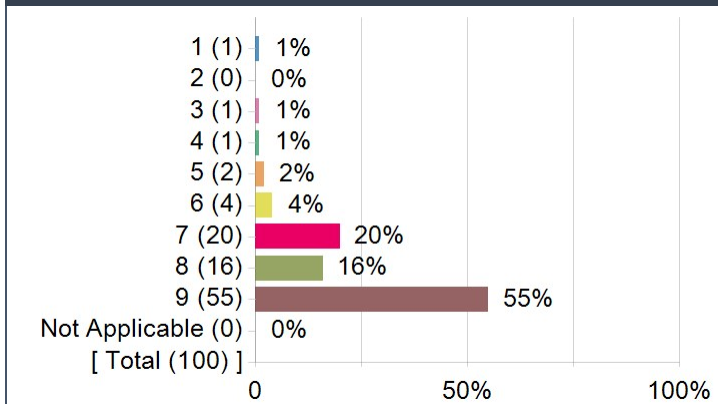
Statistics	Value
Response Count	100
Mean	8.0
Median	9.0
Mode	9
Standard Deviation	1.6

2. Students were invited to share their ideas and knowledge



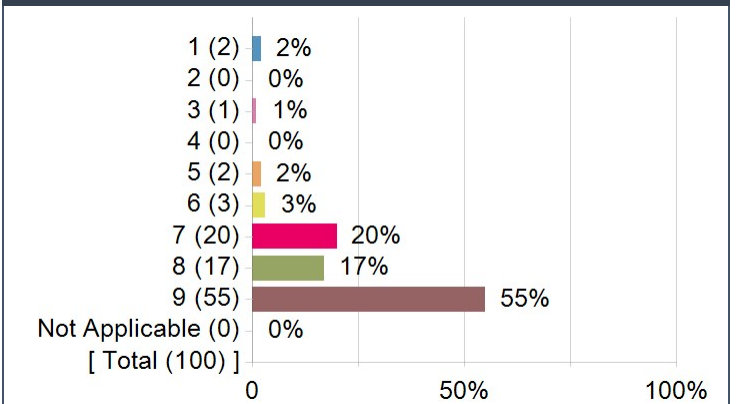
Statistics	Value
Response Count	100
Mean	8.2
Median	9.0
Mode	9
Standard Deviation	1.3

3. Students were encouraged to ask questions and were given meaningful answers



Statistics	Value
Response Count	100
Mean	8.1
Median	9.0
Mode	9
Standard Deviation	1.4

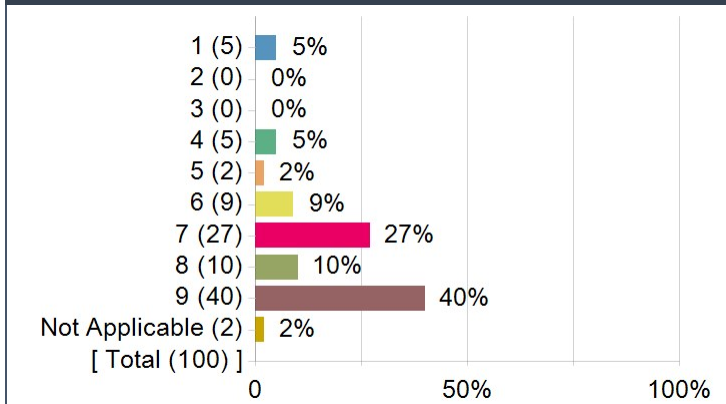
4. Students were encouraged to express their own ideas and/or question the instructor



Statistics	Value
Response Count	100
Mean	8.0
Median	9.0
Mode	9
Standard Deviation	1.5

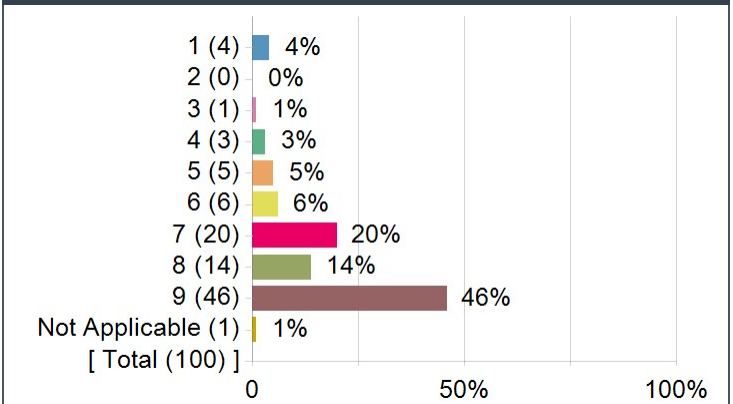
Examinations - Grading

1. Feedback on examinations/graded materials was valuable



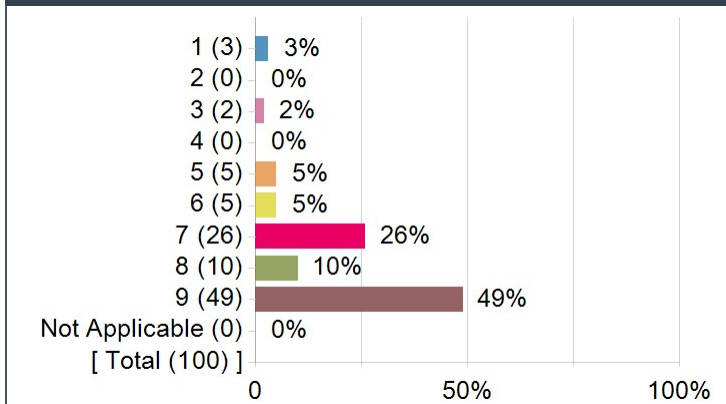
Statistics	Value
Response Count	100
Mean	7.3
Median	8.0
Mode	9
Standard Deviation	2.0

2. Methods of evaluating student work were fair and appropriate



Statistics	Value
Response Count	100
Mean	7.5
Median	8.0
Mode	9
Standard Deviation	2.0

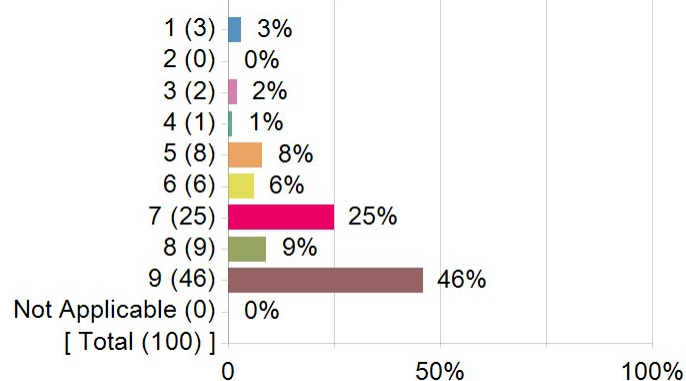
3. Examinations/graded materials tested class content as emphasized by the instructor



Statistics	Value
Response Count	100
Mean	7.7
Median	8.0
Mode	9
Standard Deviation	1.8

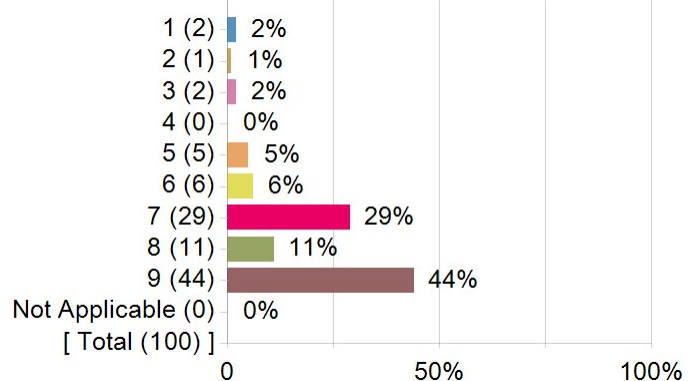
Assignments - Readings

1. Required readings/texts were valuable



Statistics	Value
Response Count	100
Mean	7.5
Median	8.0
Mode	9
Standard Deviation	1.9

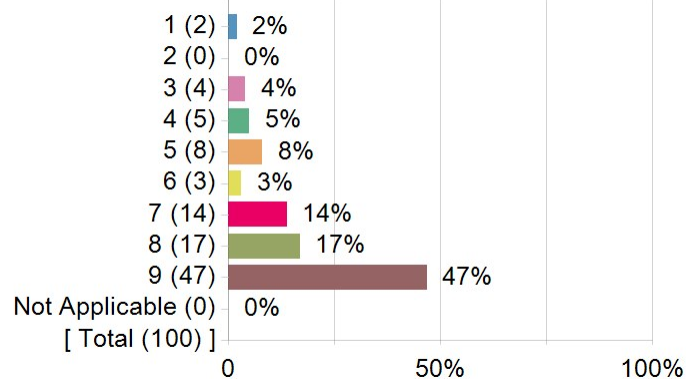
2. Readings, homework, etc. contributed to appreciation and understanding of the subject



Statistics	Value
Response Count	100
Mean	7.6
Median	8.0
Mode	9
Standard Deviation	1.8

Overall Rating

Overall, how does this class compare with other classes at Fordham University?

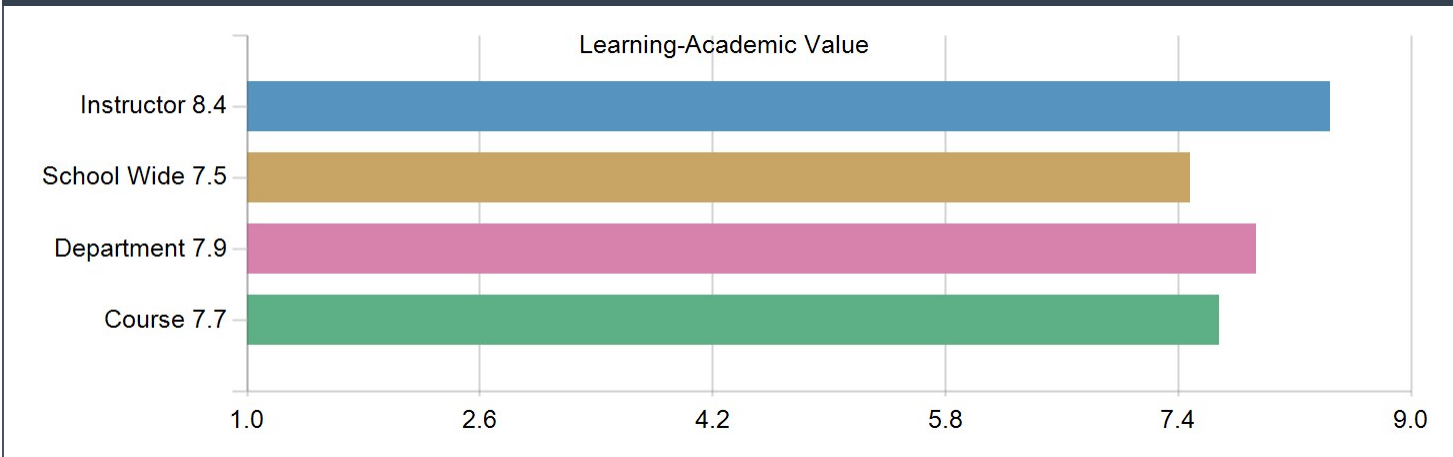


Statistics	Value
Response Count	100
Mean	7.5
Median	8.0
Mode	9
Standard Deviation	2.0

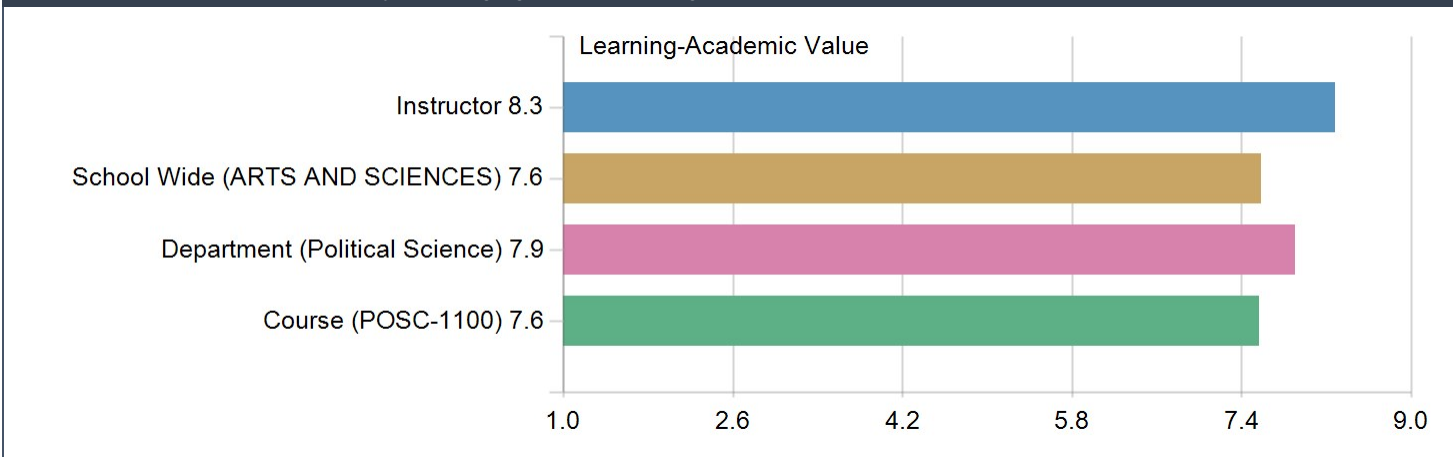
Course Questions - Score Analysis

Learning - Academic Value

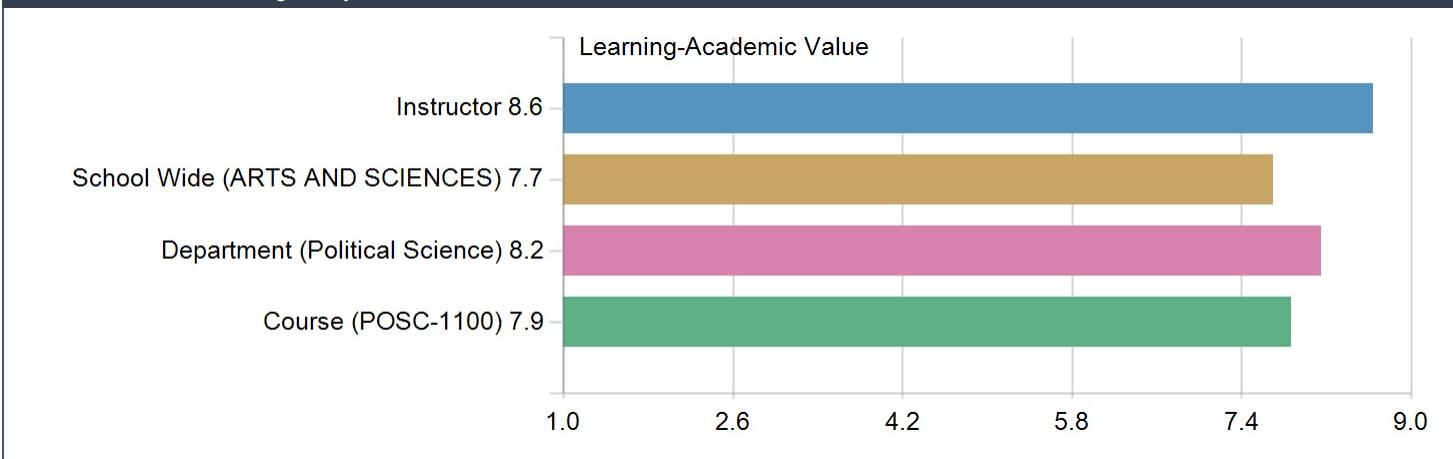
Overall



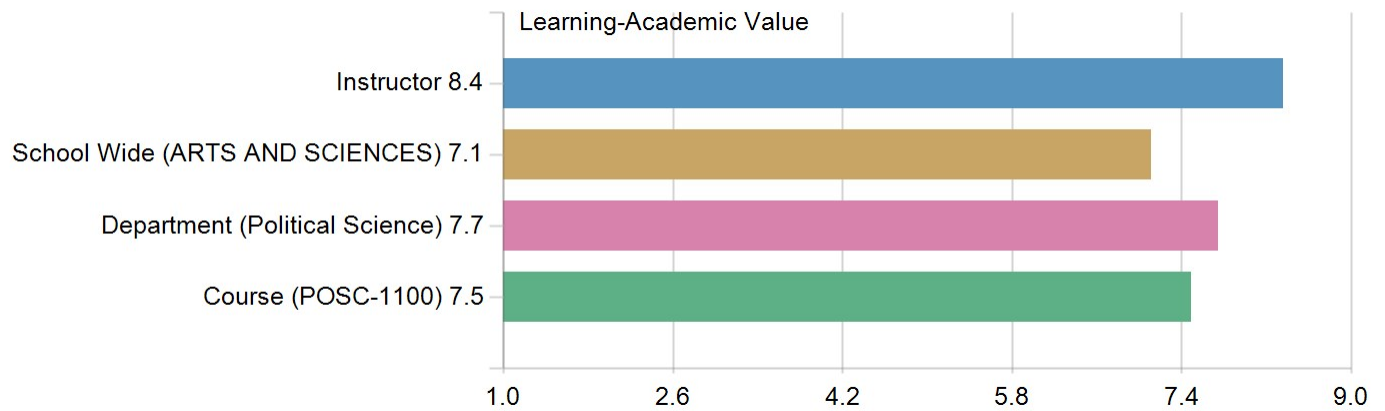
1. You found the class intellectually challenging and stimulating



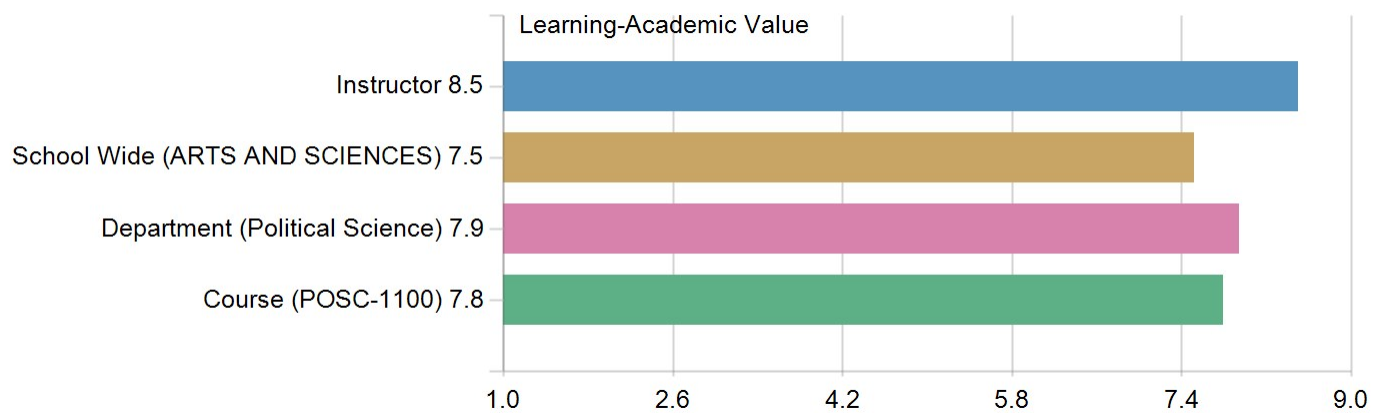
2. You learned something that you considered valuable



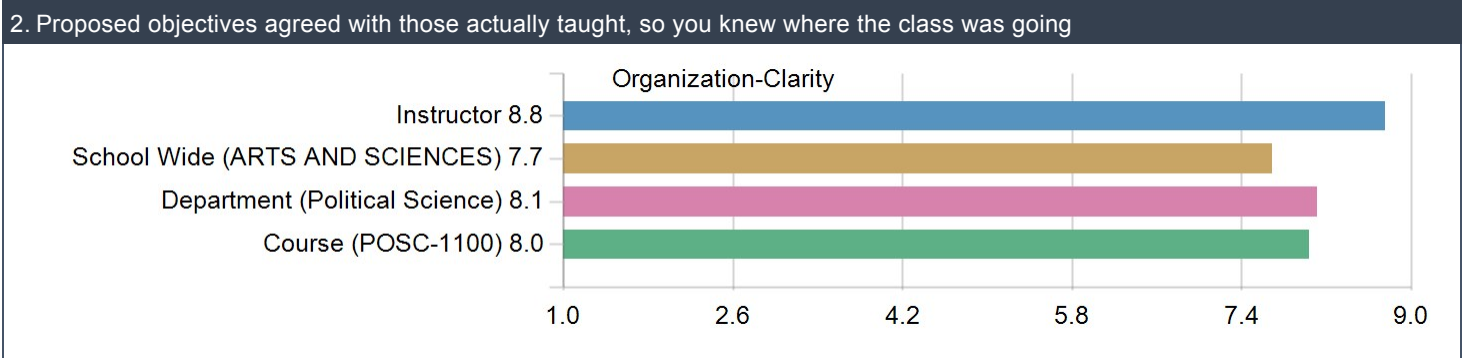
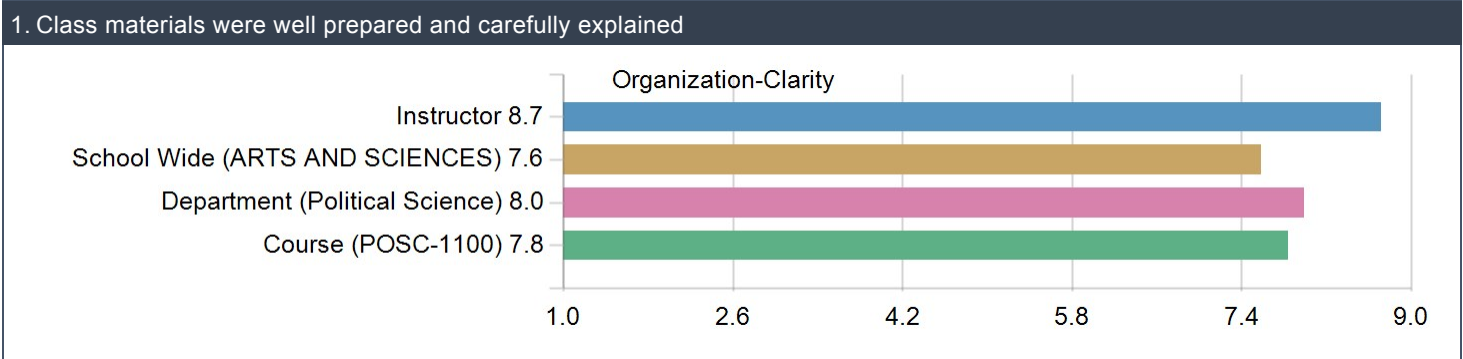
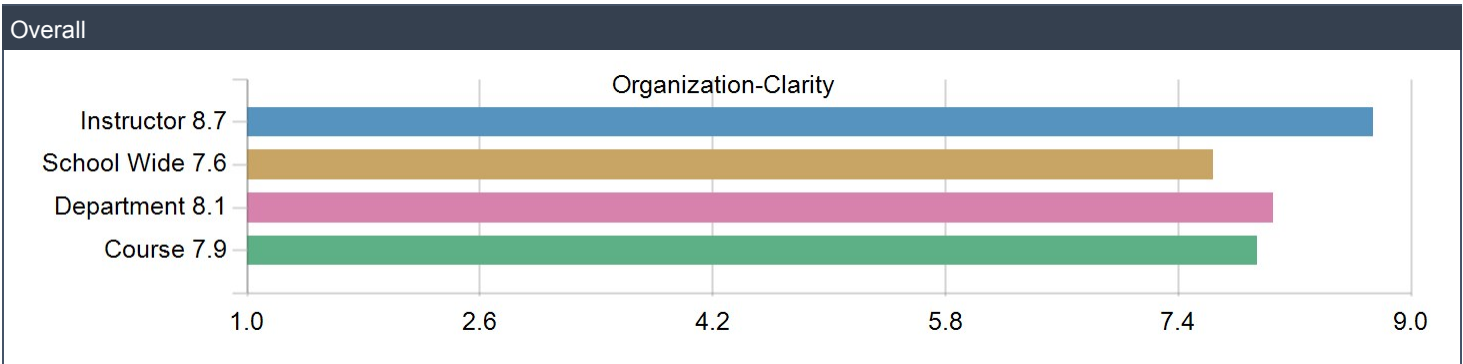
3. Your interest in this subject has increased as a consequence of this class



4. You have learned and understood the subject materials in this class



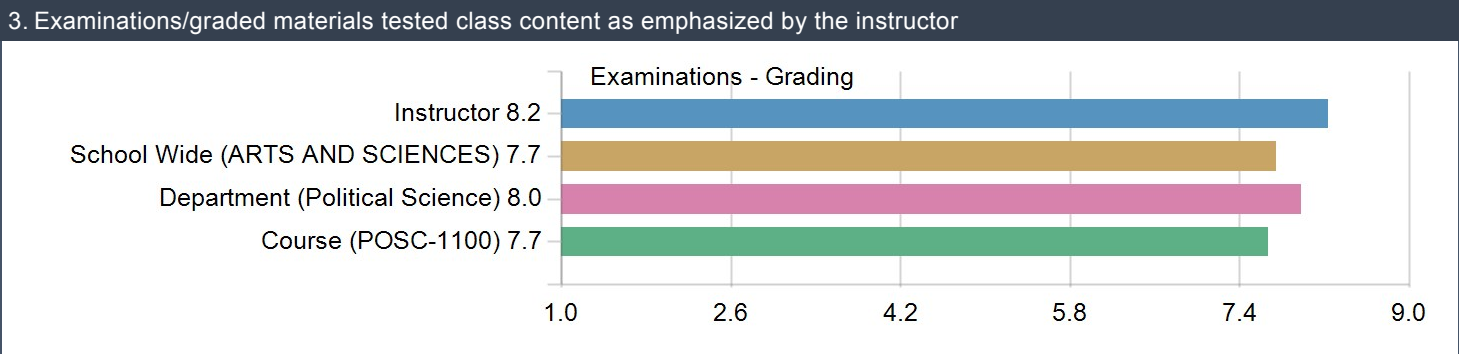
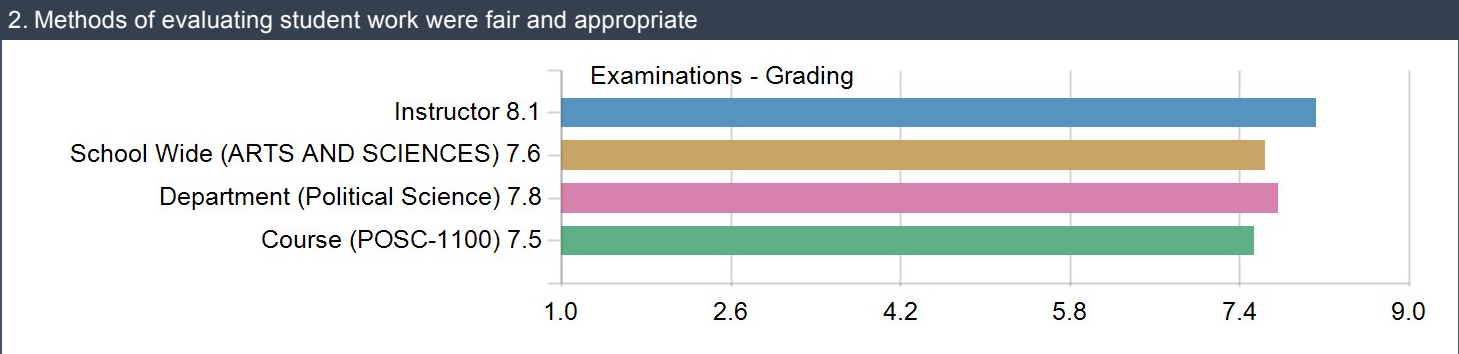
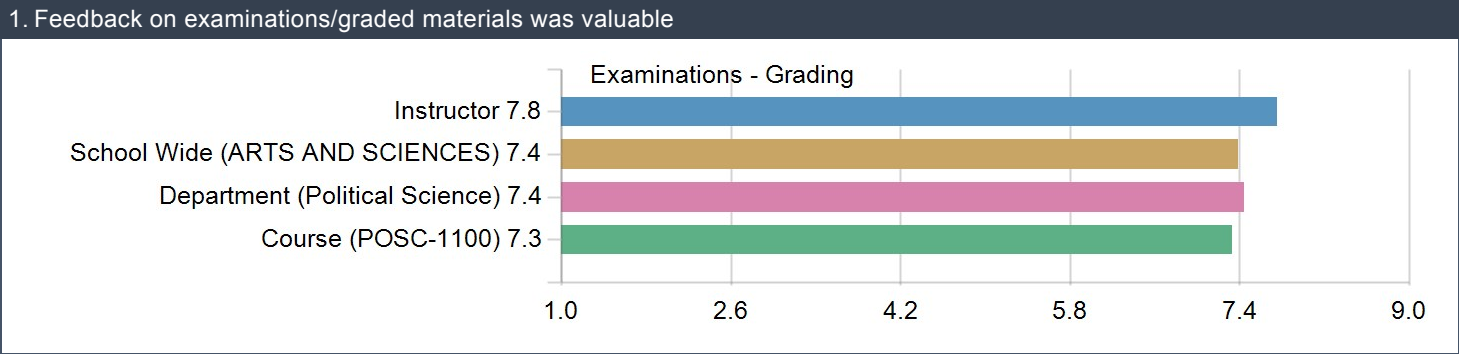
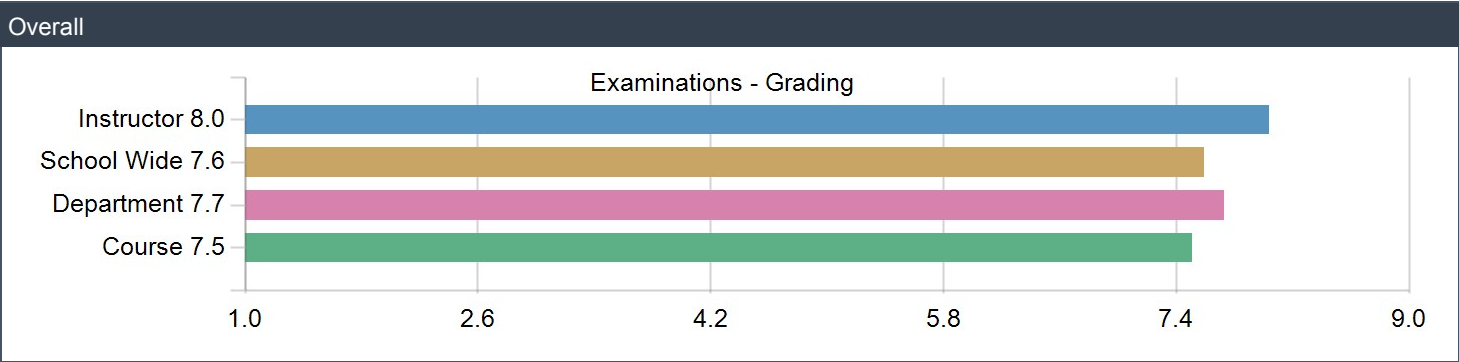
Organization - Clarity



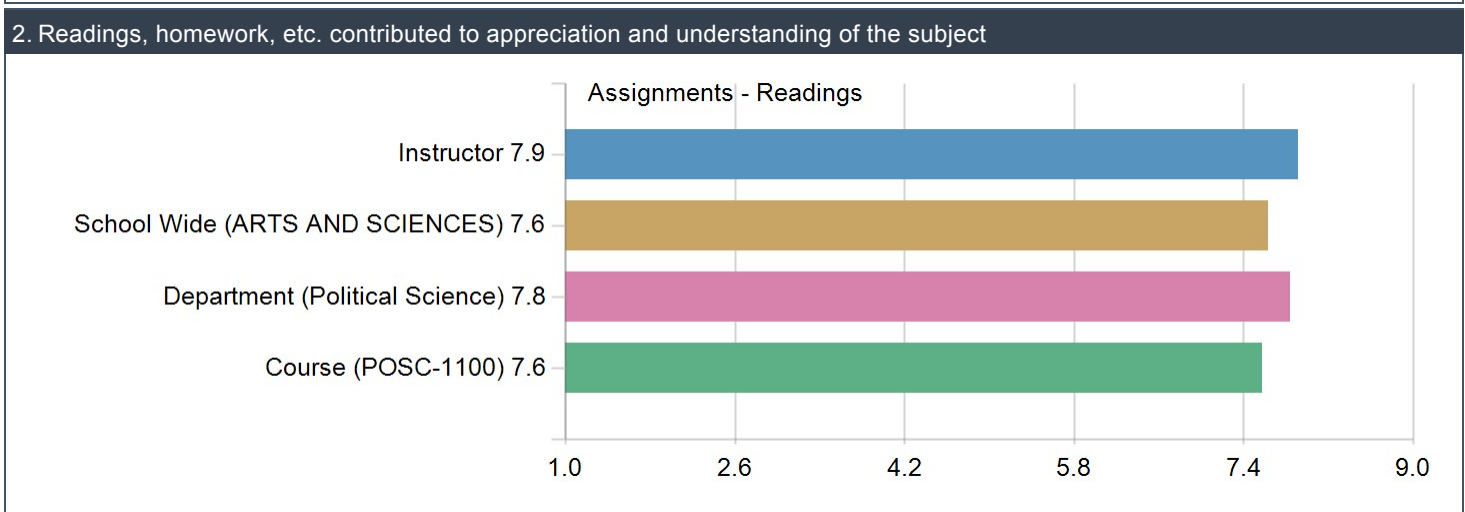
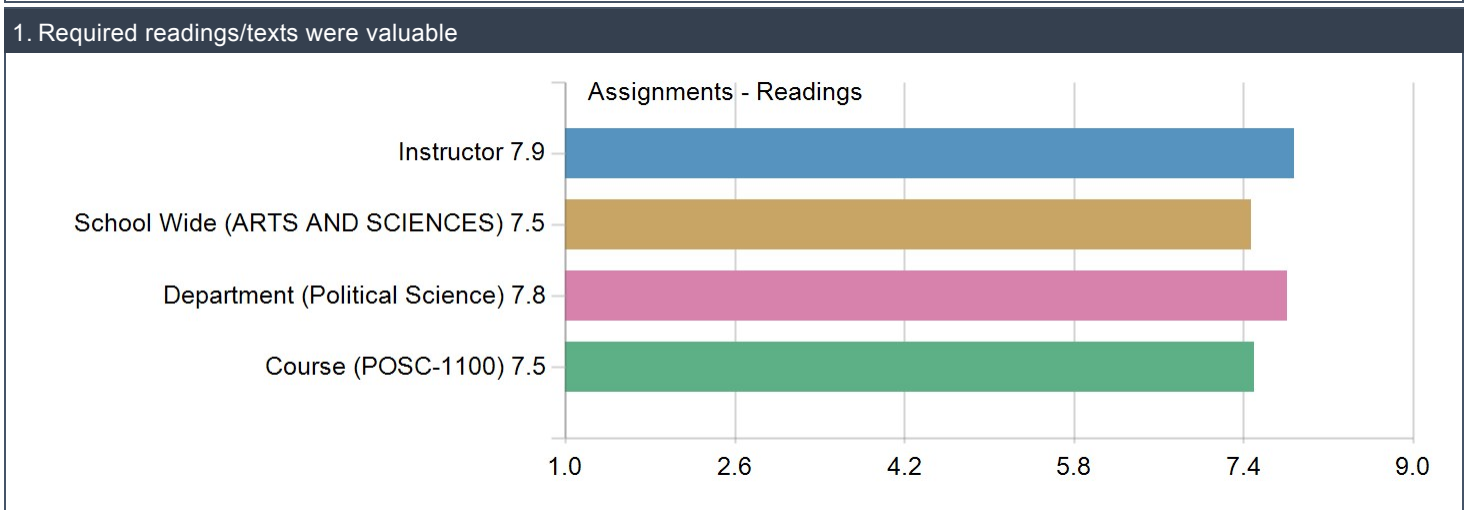
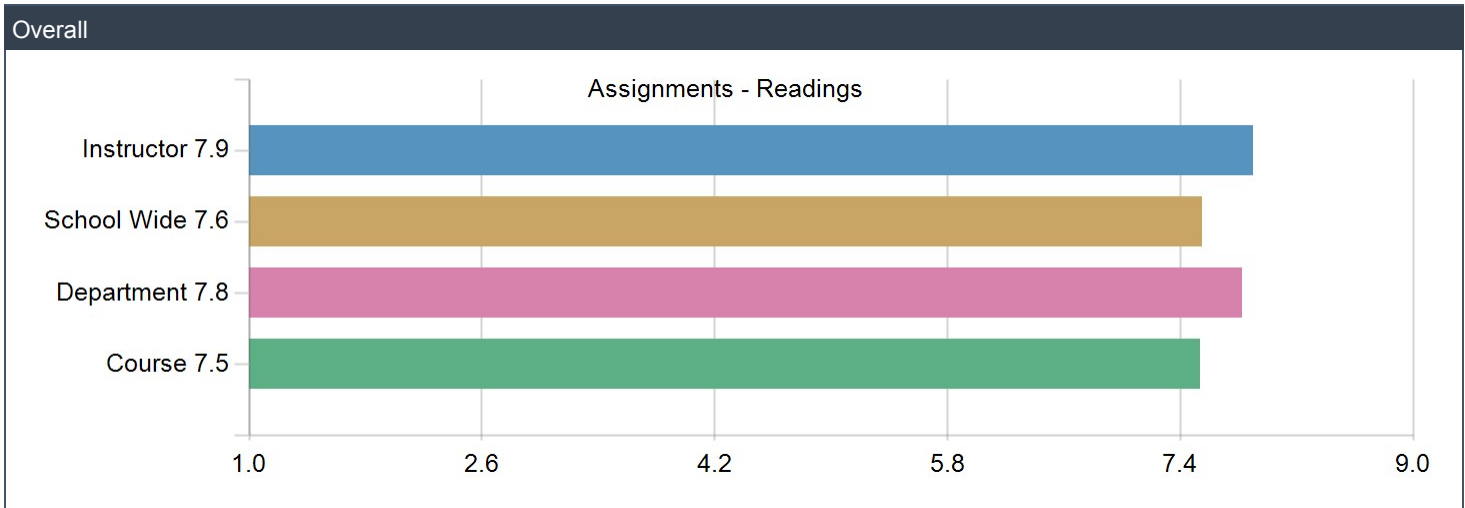
Group Interaction



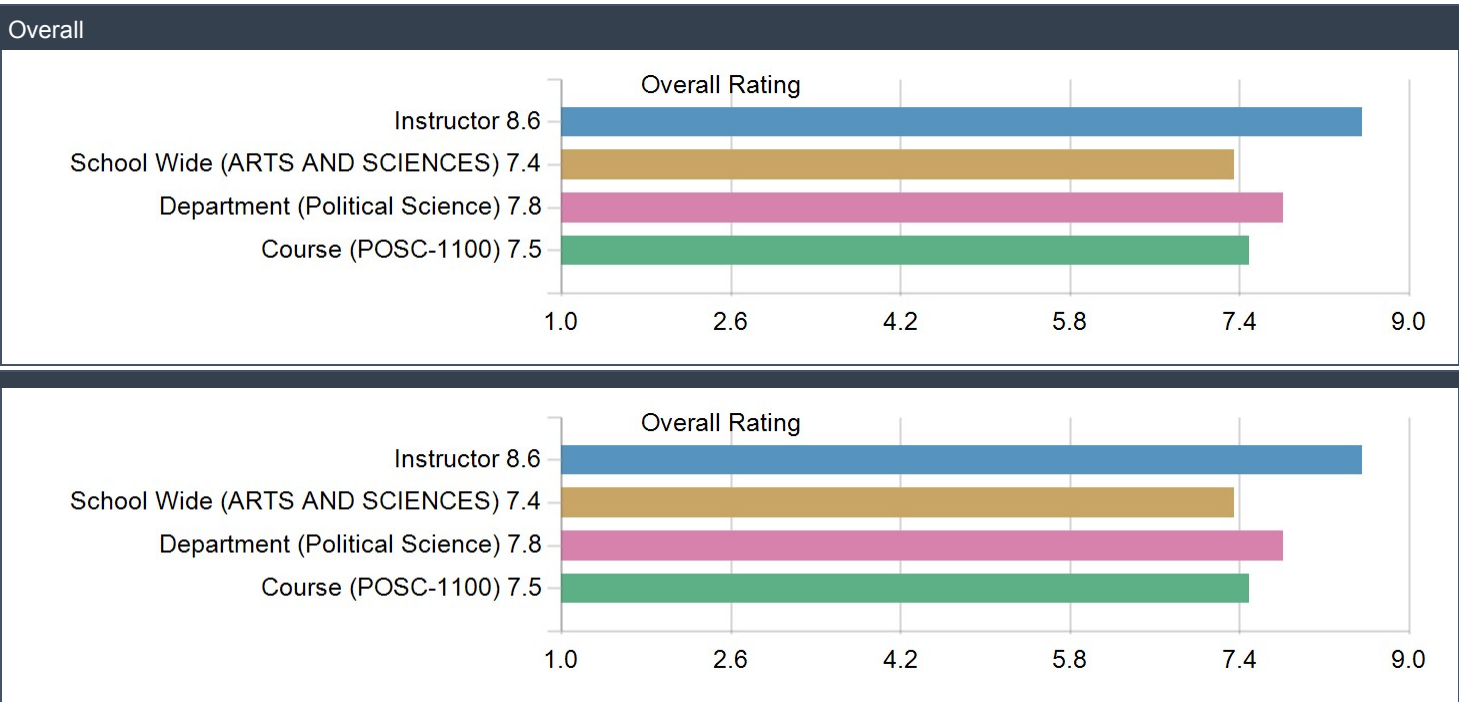
Examinations - Grading



Assignments - Readings



Overall Rating



General Observations - Courses

Are there any other aspects of this course that you think were very positive (e.g. particular readings, assignments, projects, topics studied) and why?

Comments
The aspects of this class that I found very positive is that every class topic was explained carefully and clear. A lot of the topics in the class are complex and at times hard to understand. What the professor did was that he included reading that did a good job at explaining the topics and in class took the time to explain them more clearly.
I really liked the way the class was set up, the syllabus was clear, and topics studied were always interesting and well explained
This class was super informative for an intro level course and does a really good job of introducing students to the major
I found the papers assigned to be very interesting and helped with my understanding of the course.
I think the main textbook was a good choice. I liked the mix of theoretical concepts and real-world examples.
The ability to pick and choose what assignments you wanted to do was very helpful with planning out my schedule and selecting a topic I could actually discuss well and without stress.
I really enjoyed the lectures and thought they were really engaging. Specifically, I thought that it was valuable that the professor made world connections to the theories we discussed.
Lectures were productive and interesting. The way the class is designed (in terms of how he assigns work) is very good. Very interesting class. I loved it.
Prof. McClelland is a very engaging instructor, and I think one of his talents lies in making really obscure aspects of political science, like the ongoings of the regime in Hungary or the ins and outs of certain methodology, seem very relevant to our lives. I look forward to coming to class twice a week and engaging in discussions, which is not always the case in such a reading-dense class.
In general, the whole organization of the course was excellent, everything was clearly presented and neatly organized, but also the students had the chance to present their ideas and comment on the topics of each class. Also, all the material and works we had to read helped us to better understand the main topics and answer the broader political questions. I liked that we often compared different political systems around the world and eventually tied it all back to the United States, which helped us gain a new perspective on the political similarities and differences of different states.
Professor McClelland often tied in current events and historical examples during lectures to make sense of our weekly topics and readings. Personally, I really enjoyed the lectures in the class and found them informative. He was able to make an intro class, that I wasn't too eager to take (as a junior who's majoring in Poli Sci) into a class I genuinely looked forward to every week.
I really liked the flow of the class. Professor McClelland gave us a very broad overview of political science in the first week, explaining there were four main areas of the field. He then took the time to carefully lecture on each of those areas, which as a political science major I will have to take further classes in.
Benjamin McClelland has somehow figured out how to lecture extremely well. I'm not going to lie, I wasn't the biggest fan of him after many instances of him not picking on me when I would constantly raise my hand and when I received a poor grade on one of my earlier papers, but even during that time I still admitted to myself that his lecture style was impeccable. I honestly do not even know how he does it. I have terrible ADHD. But for some reason, there's not a second that goes by in a McClelland lecture in which my mind is drifting off. He has figured out how to lecture pretty complex historical and political topics in a way that is fascinating. It's not dull nor monotonous. Neither is it overly energetic or passionate. It's a perfect mix. It's literally a lecture style that only I have seen him master. I truly wish to know how he does it. I would love to take another course with him as a professor for the simple reason that I can actually pay attention and learn from his lectures.
The readings for this course were positive because they prepared students for the lecture and assignments.
I really liked being able to pick topics to discuss for the last week of class. The class topics in general were interesting, but I really liked being able to personalize the last week of class and use the skills we learned to apply it to real world current issues.
I liked the lecture portion of the class because we were learning about more current events in our world. The response papers were also very fun and interesting to write in the class. The topics were all very important and crucial to know about in our society.

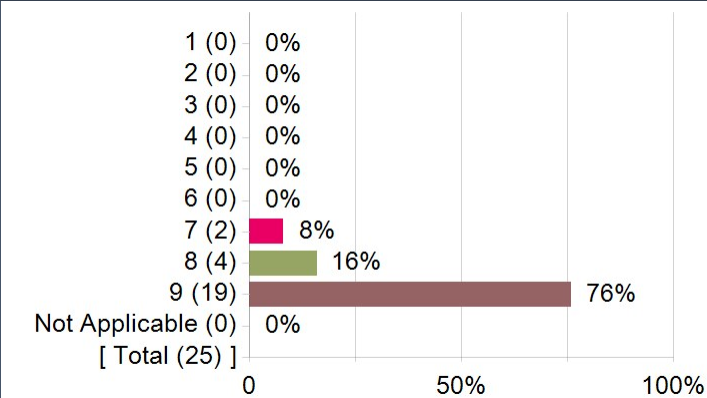
Are there any other aspects of this course you would change in future offerings (e.g. particular readings, assignments, projects, topics studied) and how?

Comments
Some weeks the readings were extremely long and packed so one thing I would work on is maybe reducing the amount of reading when complex topics are being studied
The readings were sometimes a little dense.
I think it would benefit the class if, instead of two response essays, we had one response essay and one reading summary. It would be nice to address the theory readings in class more directly.
Possibly to reduce the amount of notes we need to copy, but even then, the notes shown were VERY helpful in the understanding of the topic.
I think it would be helpful to have assignments other than writing. Personally, I am not the strongest writer and having a professor that is a tough grader makes it more difficult to receive a grade that reflects everything I learned.
No :)
I do believe the readings at times were very detail-heavy, and I would find myself much more easily distracted during those than the lectures. I would perhaps recommend more of a tie-in between these two aspects of the course.
I wouldn't change anything because I think the course was great
–
I think maybe putting a stronger focus on discussion could make the class more engaging.
There were often readings that were quite long and dull. the textbook readings were fine though. But either way, McClelland would always do an excellent job synthesizing the information. Once again, I don't know how he does it, but every class I learned a lot.
The response papers– there should be a class dedicated to the expectations of the papers and perhaps an example of a successful response.
Not really. I just wouldn't buy the book for the class or rent it because he does a good job going over it in his way.

Instructor Questions - Frequency Analysis

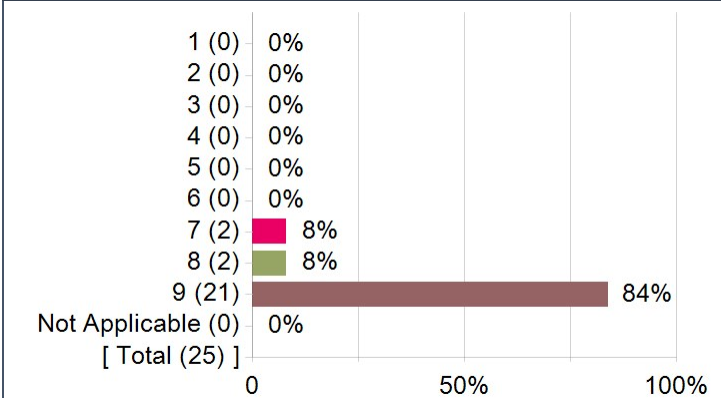
Instructor Enthusiasm

1. Instructor was enthusiastic about teaching the class



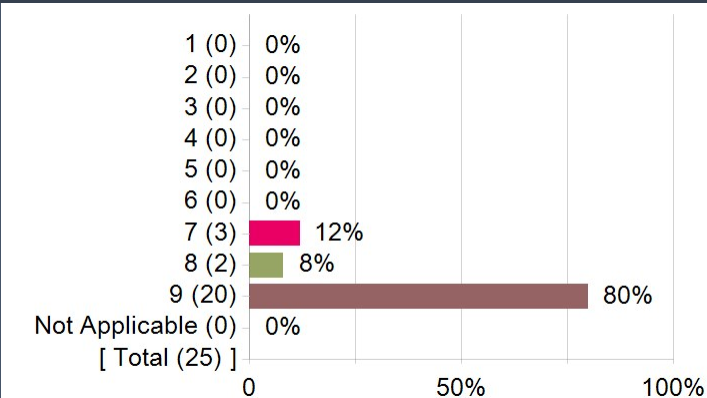
Statistics	Value
Response Count	25
Mean	8.7
Median	9.0
Mode	9
Standard Deviation	0.6

2. Instructor was dynamic and energetic in conducting the class



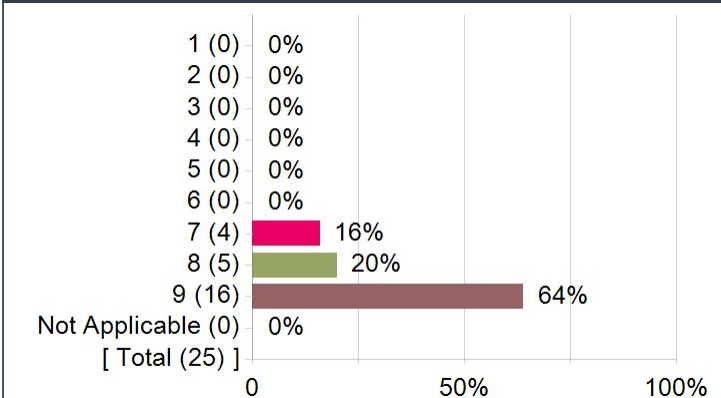
Statistics	Value
Response Count	25
Mean	8.8
Median	9.0
Mode	9
Standard Deviation	0.6

3. Instructor enhanced presentations with the use of humor



Statistics	Value
Response Count	25
Mean	8.7
Median	9.0
Mode	9
Standard Deviation	0.7

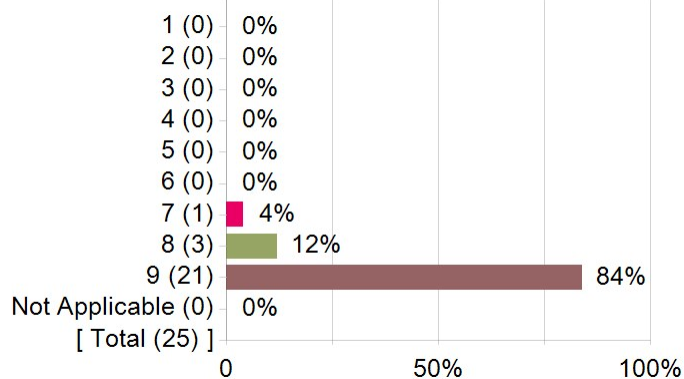
4. Instructor's style of presentation held your interest during class



Statistics	Value
Response Count	25
Mean	8.5
Median	9.0
Mode	9
Standard Deviation	0.8

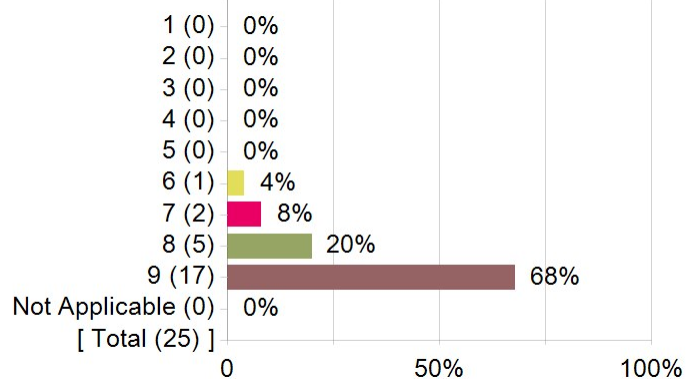
Individual Report

1. Instructor was friendly towards individual students



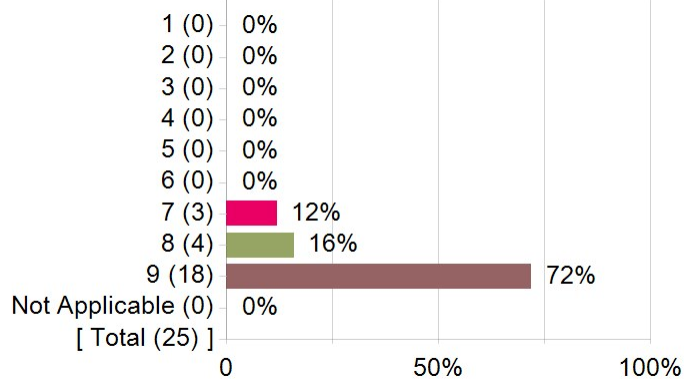
Statistics	Value
Response Count	25
Mean	8.8
Median	9.0
Mode	9
Standard Deviation	0.5

2. Instructor had a genuine interest in individual students



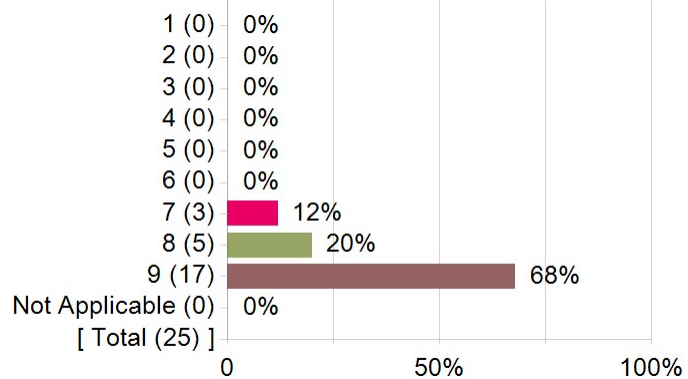
Statistics	Value
Response Count	25
Mean	8.5
Median	9.0
Mode	9
Standard Deviation	0.8

3. Instructors made students feel welcome in seeking help/advice in or outside of class



Statistics	Value
Response Count	25
Mean	8.6
Median	9.0
Mode	9
Standard Deviation	0.7

4. Instructor was adequately accessible to students during office hours or after class

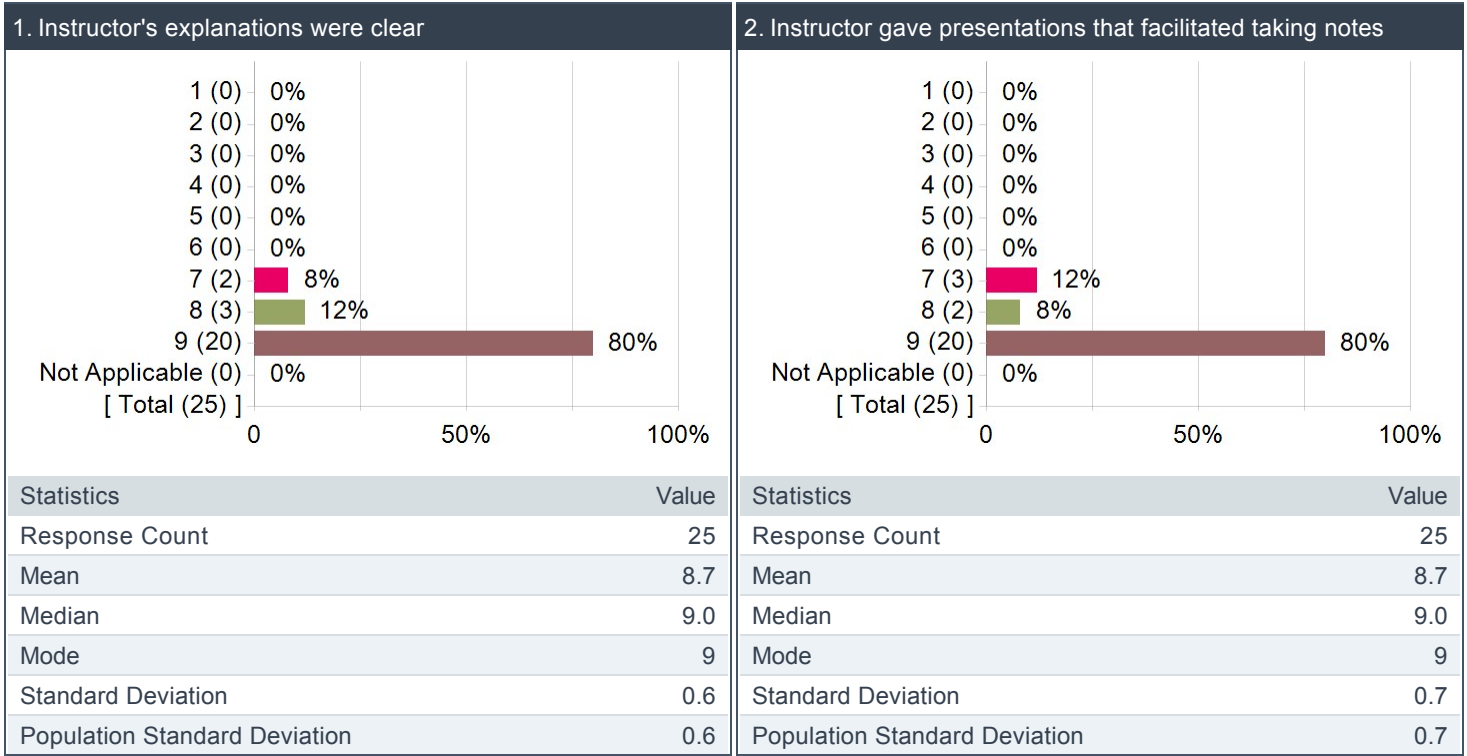


Statistics	Value
Response Count	25
Mean	8.6
Median	9.0
Mode	9
Standard Deviation	0.7

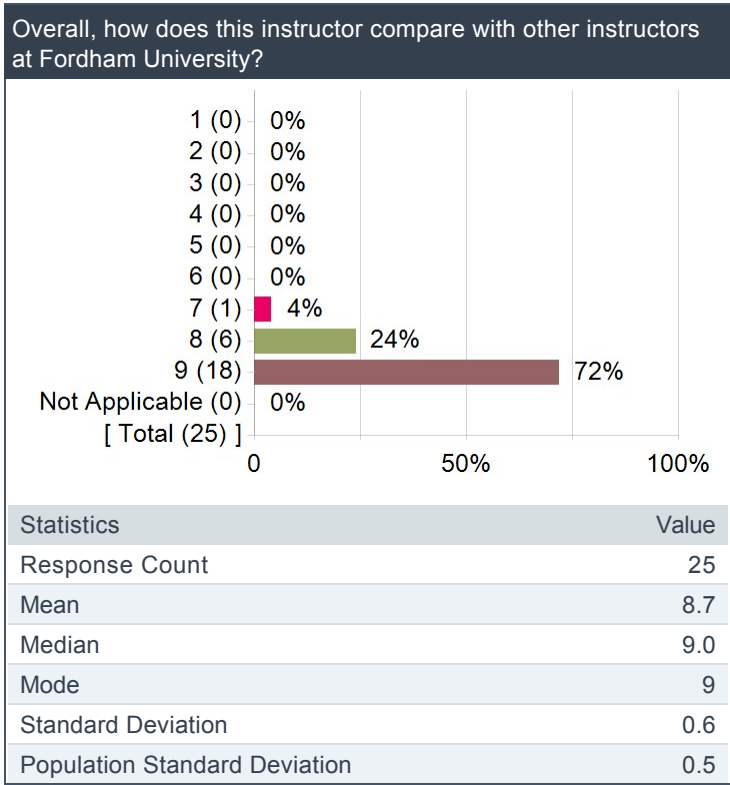
Breadth of Coverage

1. Instructor contrasted the implications of various theories	2. Instructor presented the background or origin of ideas/concepts developed in class																								
<p>1 (0) 0%</p> <p>2 (0) 0%</p> <p>3 (0) 0%</p> <p>4 (0) 0%</p> <p>5 (0) 0%</p> <p>6 (0) 0%</p> <p>7 (4) 16%</p> <p>8 (2) 8%</p> <p>9 (19) 76%</p> <p>Not Applicable (0) 0%</p> <p>[Total (25)]</p>	<p>1 (0) 0%</p> <p>2 (0) 0%</p> <p>3 (0) 0%</p> <p>4 (0) 0%</p> <p>5 (0) 0%</p> <p>6 (0) 0%</p> <p>7 (5) 20%</p> <p>8 (1) 4%</p> <p>9 (19) 76%</p> <p>Not Applicable (0) 0%</p> <p>[Total (25)]</p>																								
<table> <tr> <th>Statistics</th><th>Value</th></tr> <tr> <td>Response Count</td><td>25</td></tr> <tr> <td>Mean</td><td>8.6</td></tr> <tr> <td>Median</td><td>9.0</td></tr> <tr> <td>Mode</td><td>9</td></tr> <tr> <td>Standard Deviation</td><td>0.8</td></tr> </table>	Statistics	Value	Response Count	25	Mean	8.6	Median	9.0	Mode	9	Standard Deviation	0.8	<table> <tr> <th>Statistics</th><th>Value</th></tr> <tr> <td>Response Count</td><td>25</td></tr> <tr> <td>Mean</td><td>8.6</td></tr> <tr> <td>Median</td><td>9.0</td></tr> <tr> <td>Mode</td><td>9</td></tr> <tr> <td>Standard Deviation</td><td>0.8</td></tr> </table>	Statistics	Value	Response Count	25	Mean	8.6	Median	9.0	Mode	9	Standard Deviation	0.8
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3. Instructor presented points of view other than his/her own when appropriate	4. Instructor adequately discussed current developments in the field																								
<p>1 (0) 0%</p> <p>2 (0) 0%</p> <p>3 (0) 0%</p> <p>4 (0) 0%</p> <p>5 (0) 0%</p> <p>6 (0) 0%</p> <p>7 (5) 20%</p> <p>8 (3) 12%</p> <p>9 (17) 68%</p> <p>Not Applicable (0) 0%</p> <p>[Total (25)]</p>	<p>1 (0) 0%</p> <p>2 (0) 0%</p> <p>3 (0) 0%</p> <p>4 (0) 0%</p> <p>5 (0) 0%</p> <p>6 (0) 0%</p> <p>7 (5) 20%</p> <p>8 (1) 4%</p> <p>9 (19) 76%</p> <p>Not Applicable (0) 0%</p> <p>[Total (25)]</p>																								
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Organization - Clarity



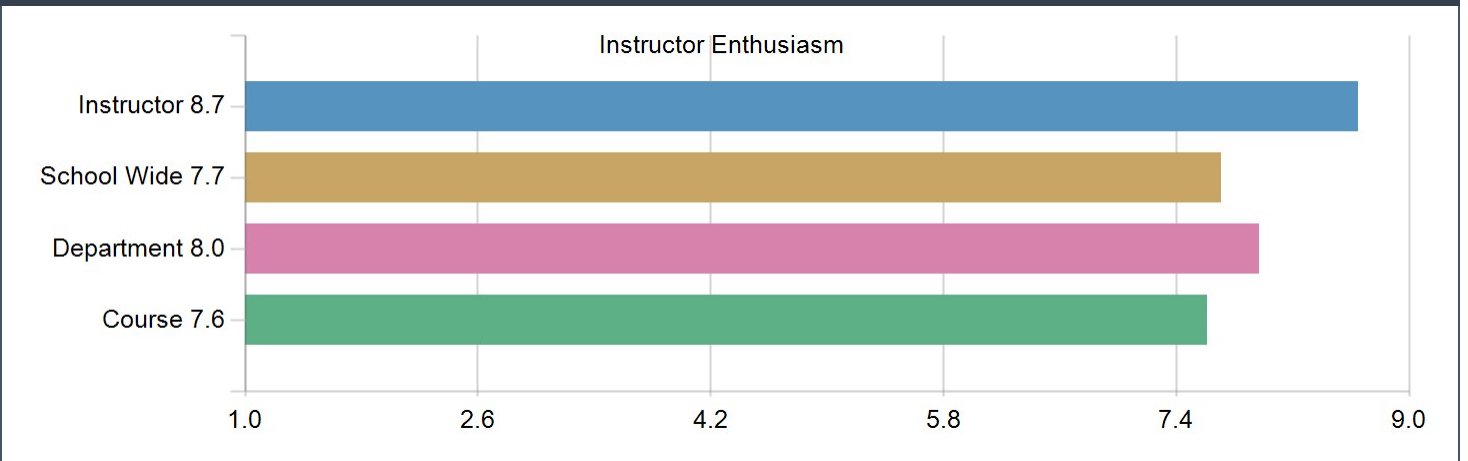
Overall Rating



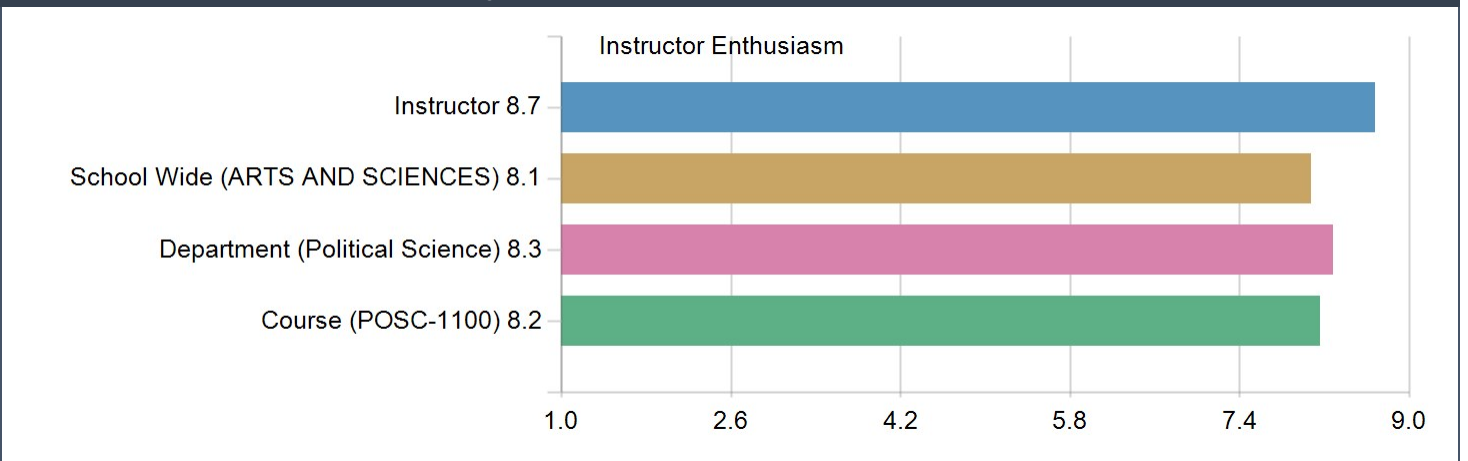
Instructor Questions - Score Analysis

Instructor Enthusiasm

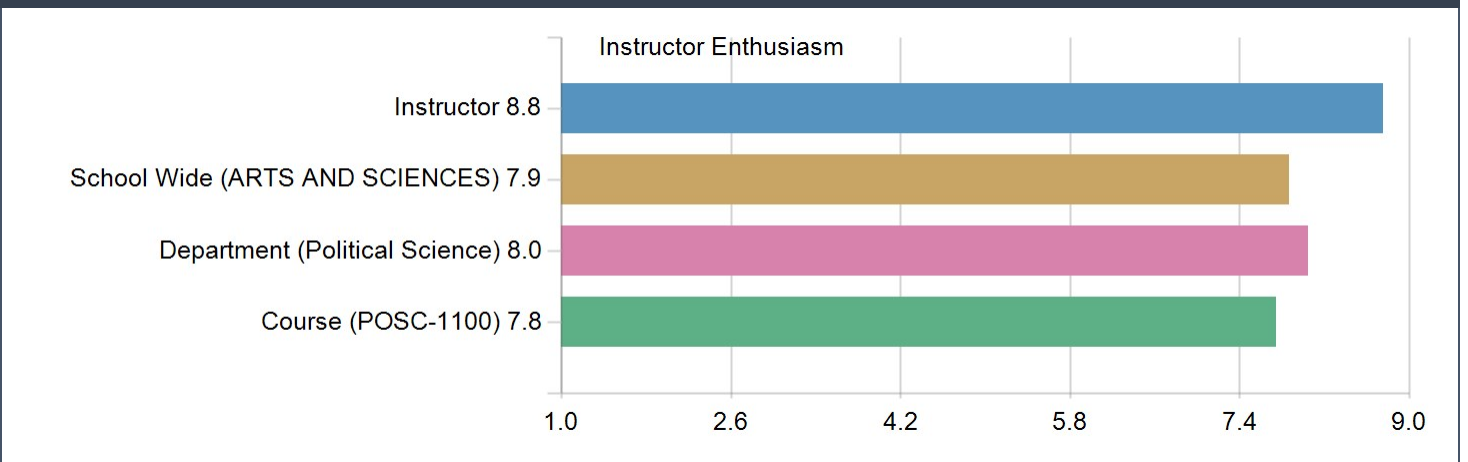
Overall



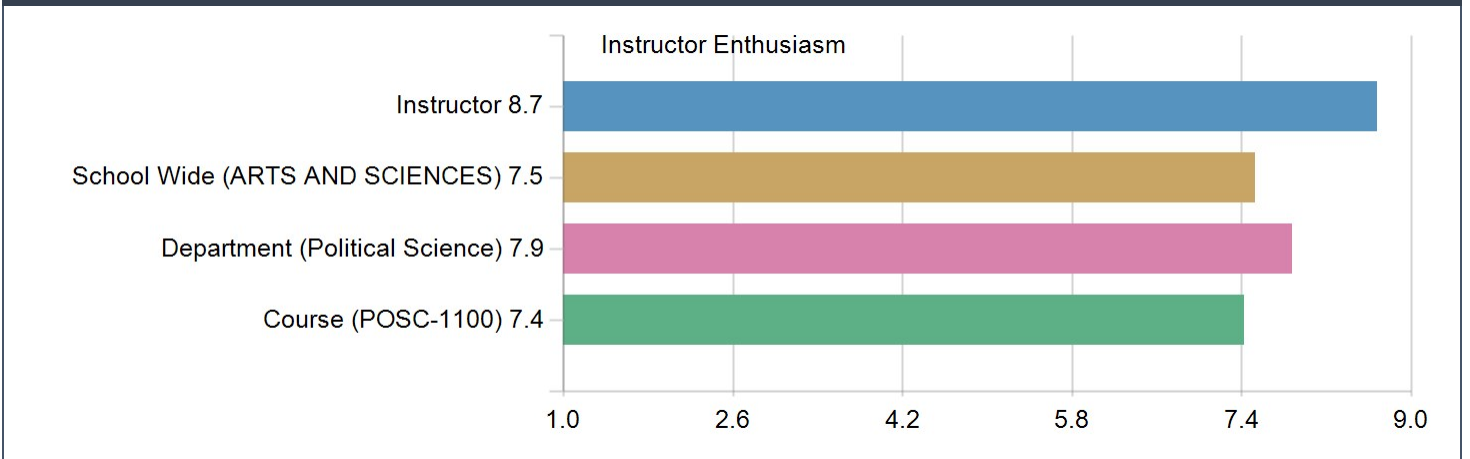
1. Instructor was enthusiastic about teaching the class



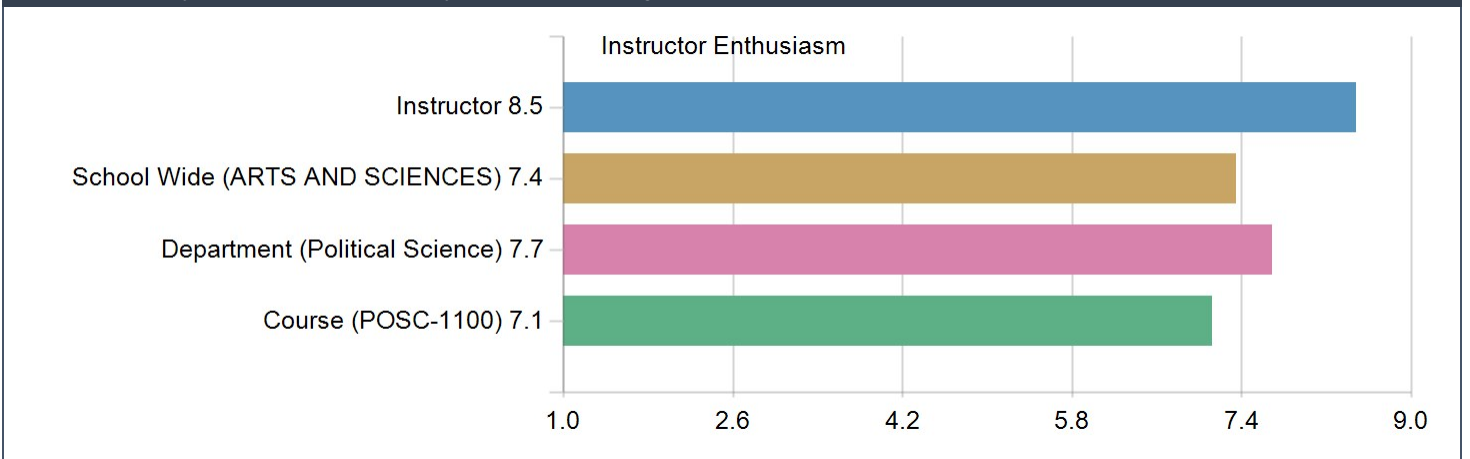
2. Instructor was dynamic and energetic in conducting the class



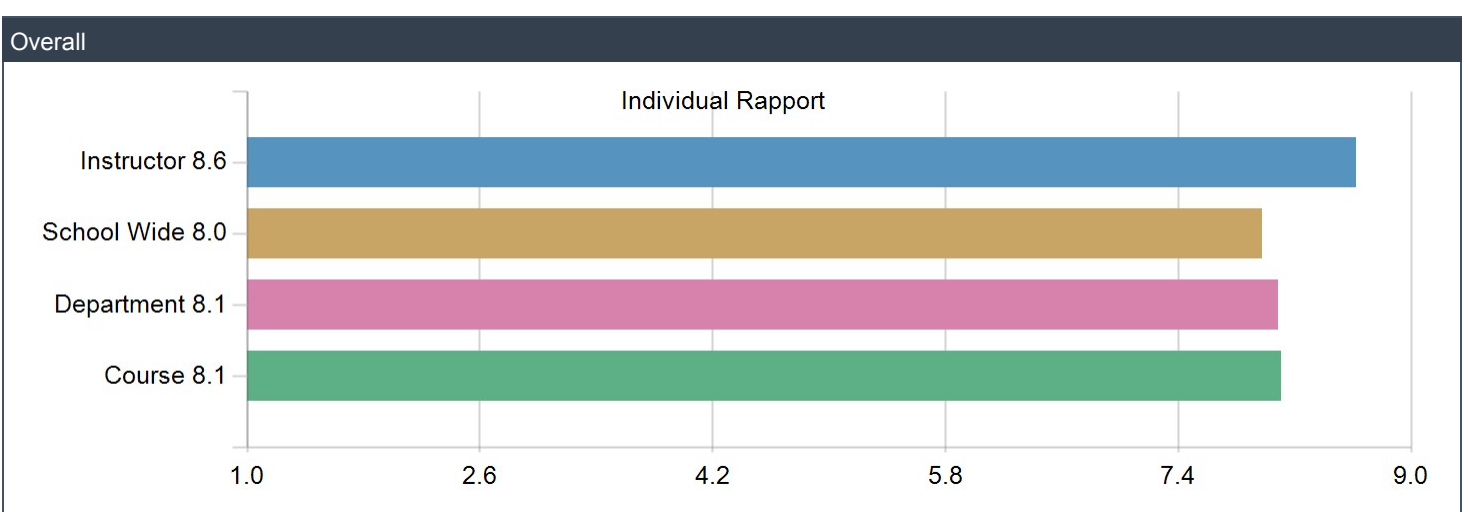
3. Instructor enhanced presentations with the use of humor



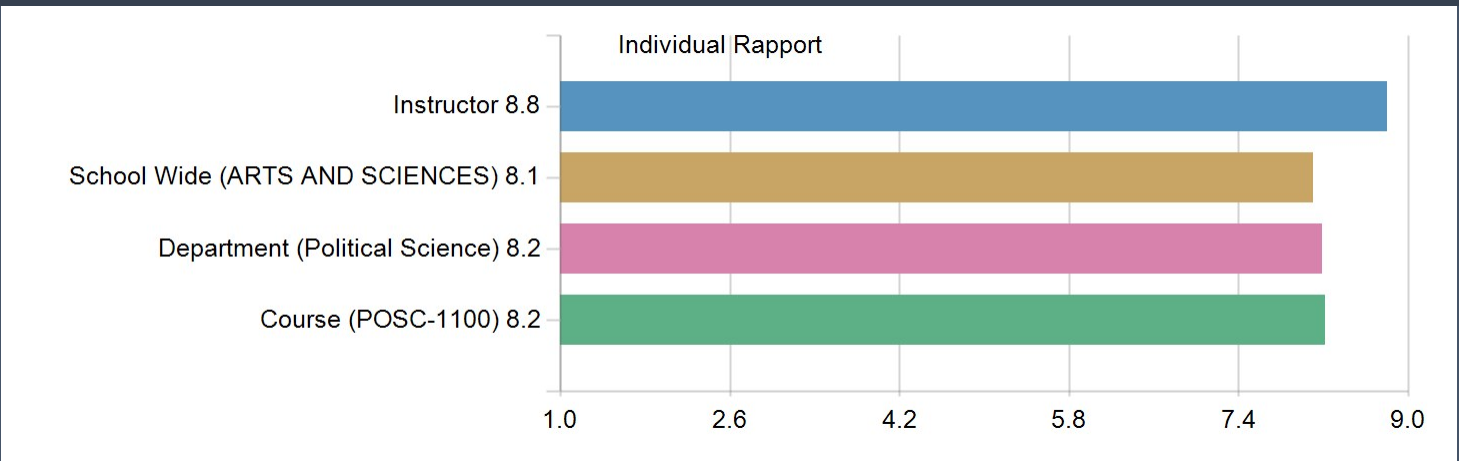
4. Instructor's style of presentation held your interest during class



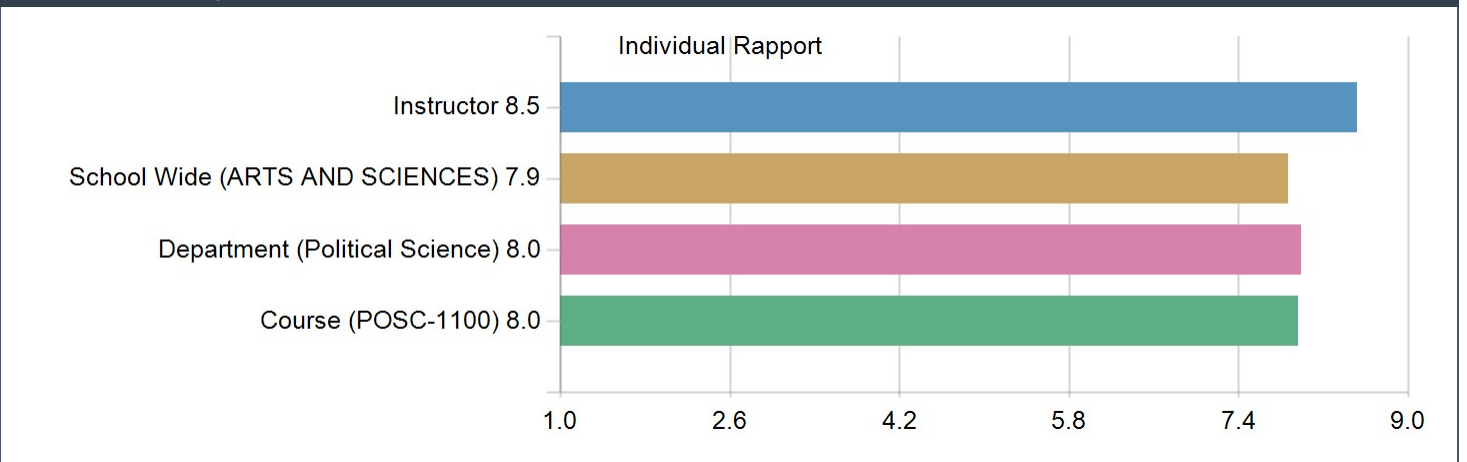
Individual Rapport



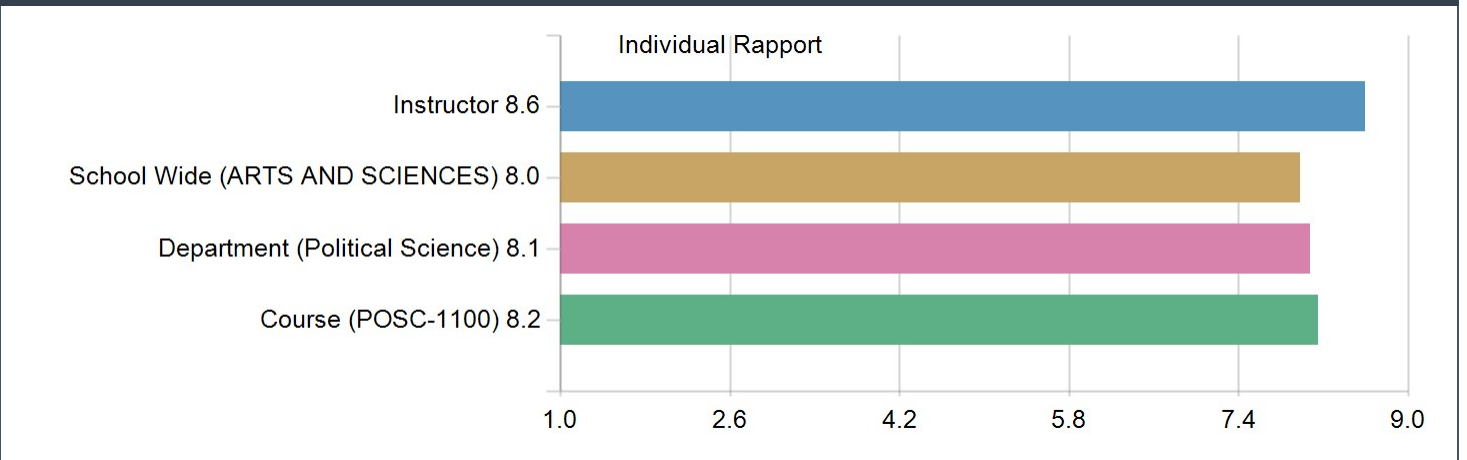
1. Instructor was friendly towards individual students



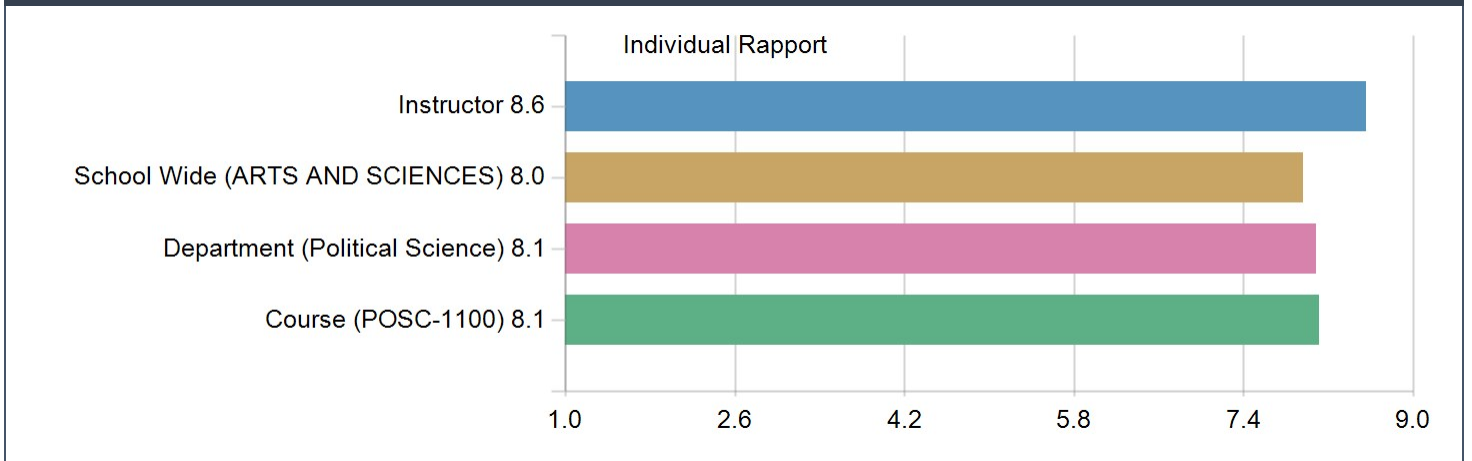
2. Instructor had a genuine interest in individual students



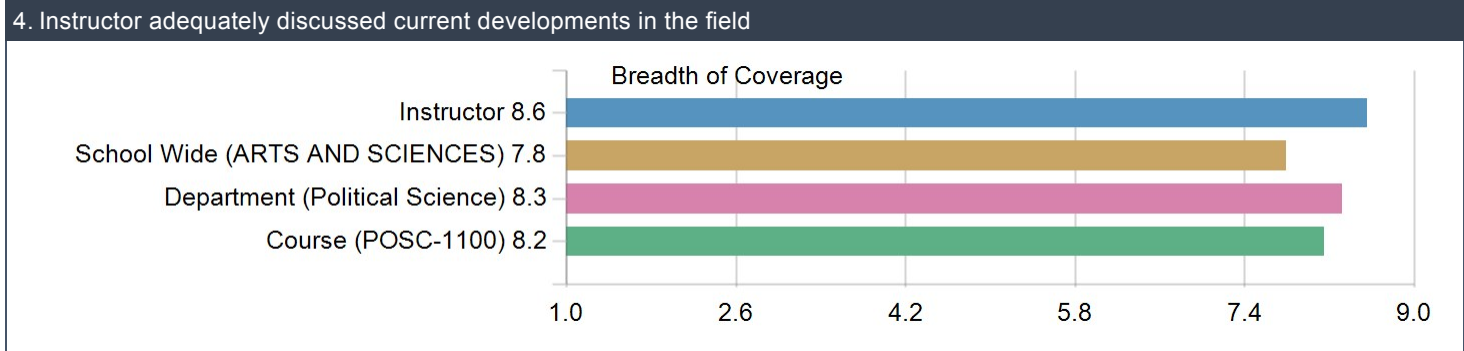
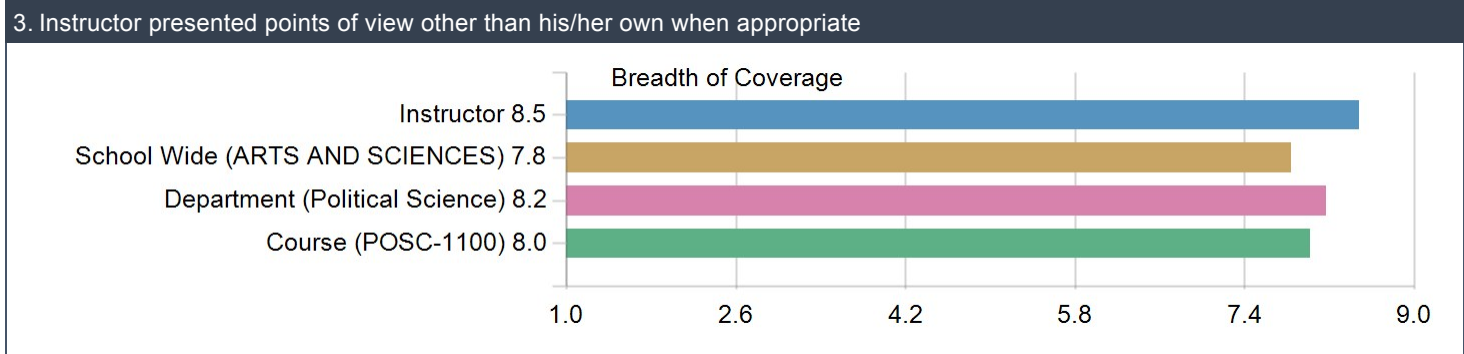
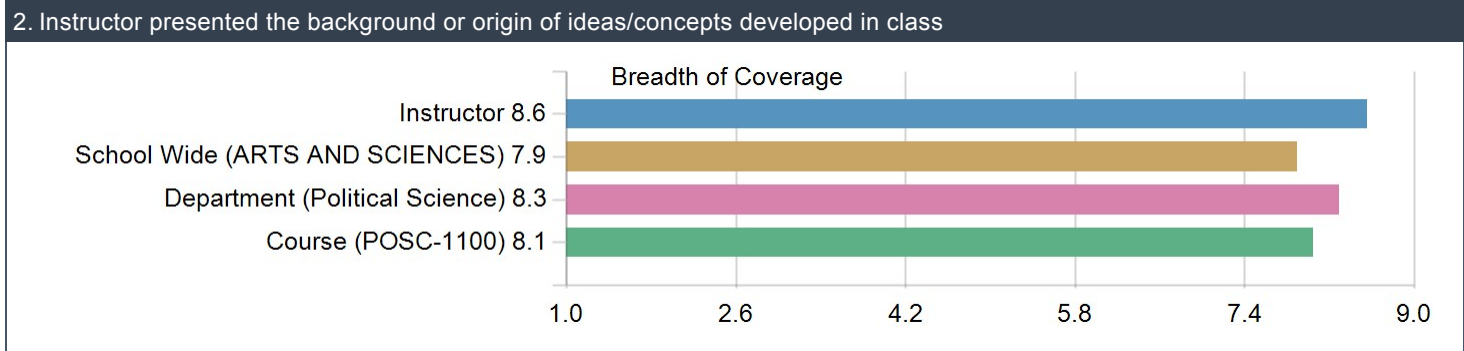
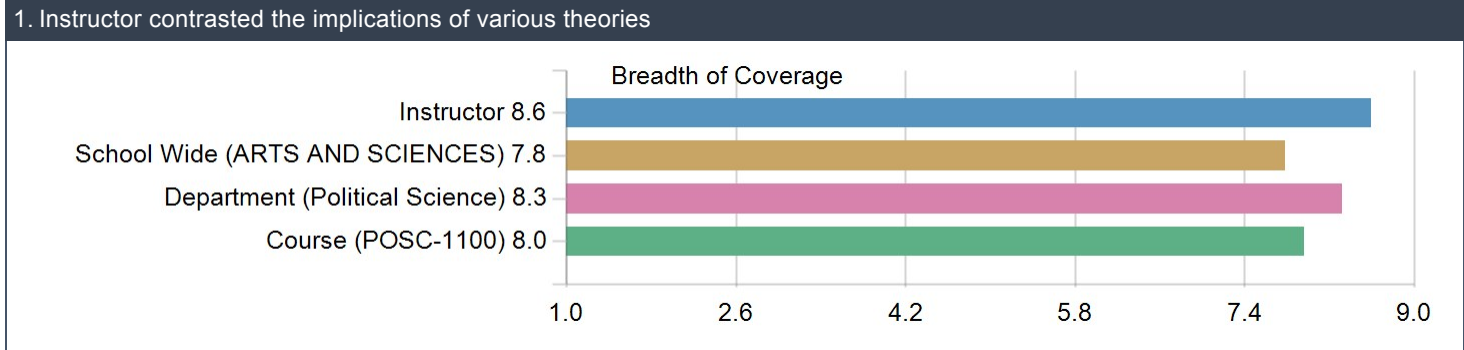
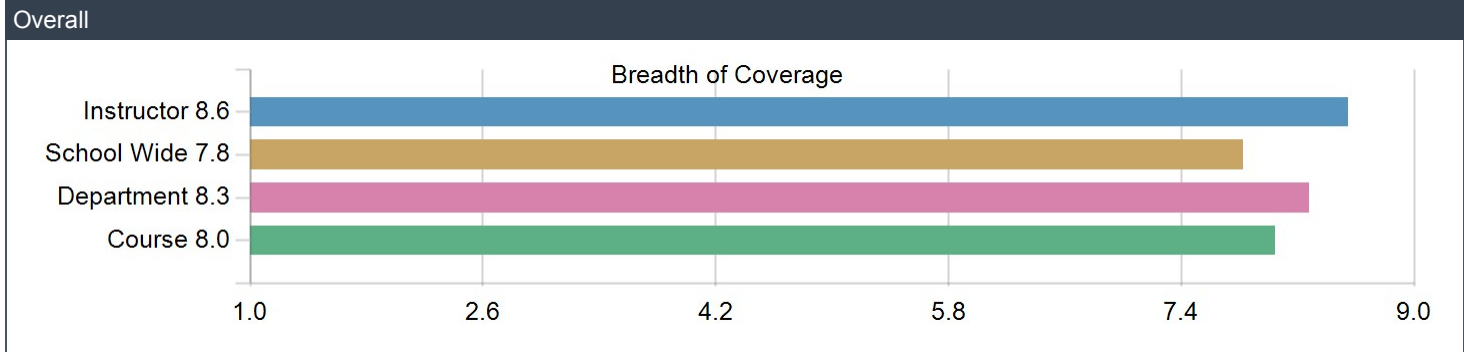
3. Instructors made students feel welcome in seeking help/advice in or outside of class



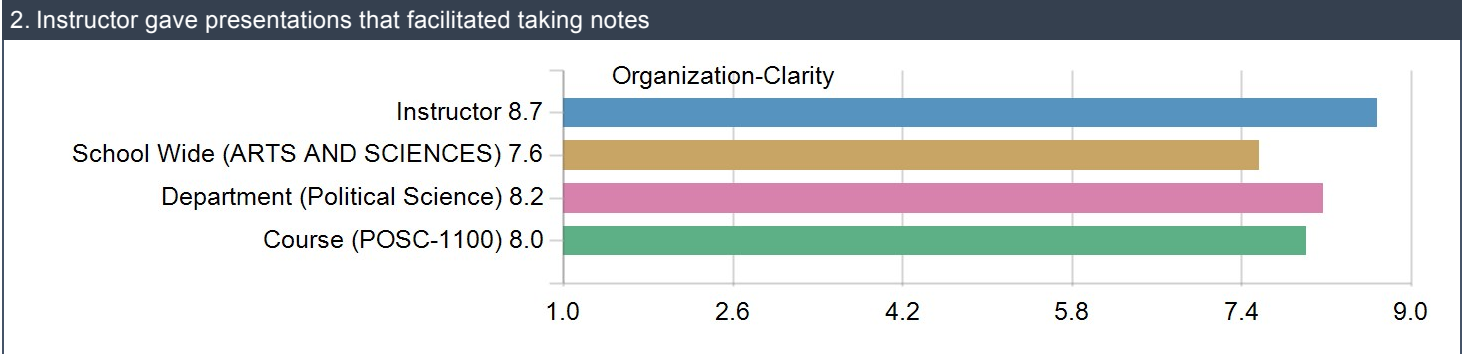
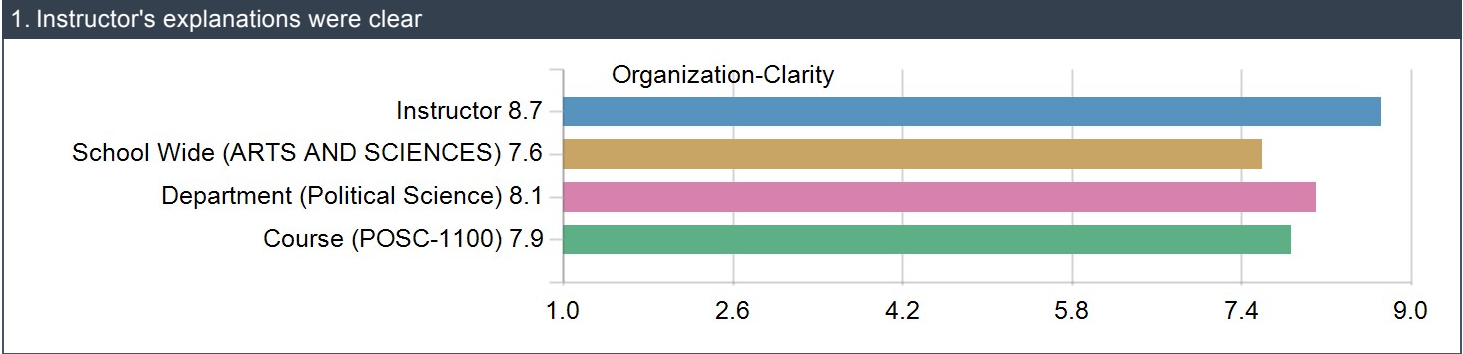
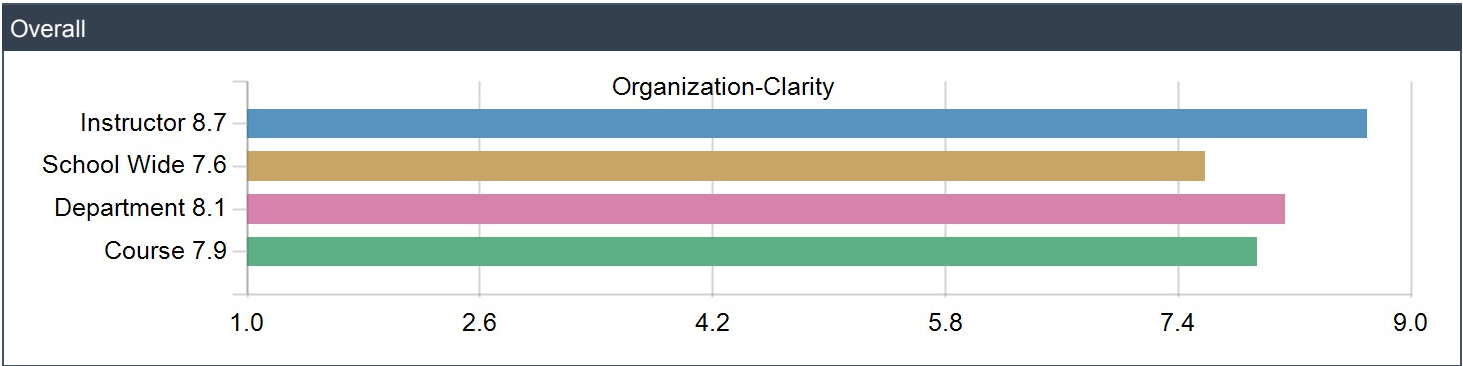
4. Instructor was adequately accessible to students during office hours or after class



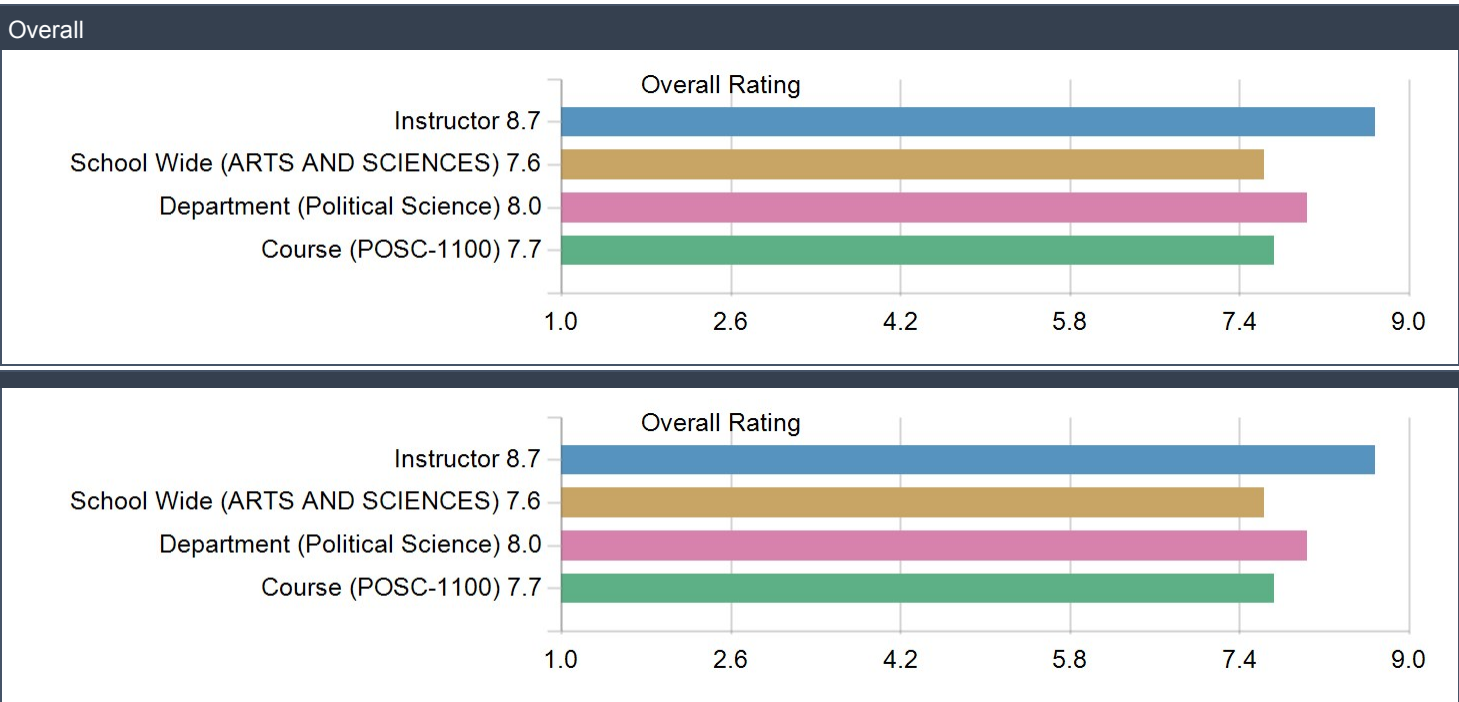
Breadth of Coverage



Organization - Clarity



Overall Rating



General Observations - Instructors

What aspects of the instructor's teaching style did you find very positive and why?

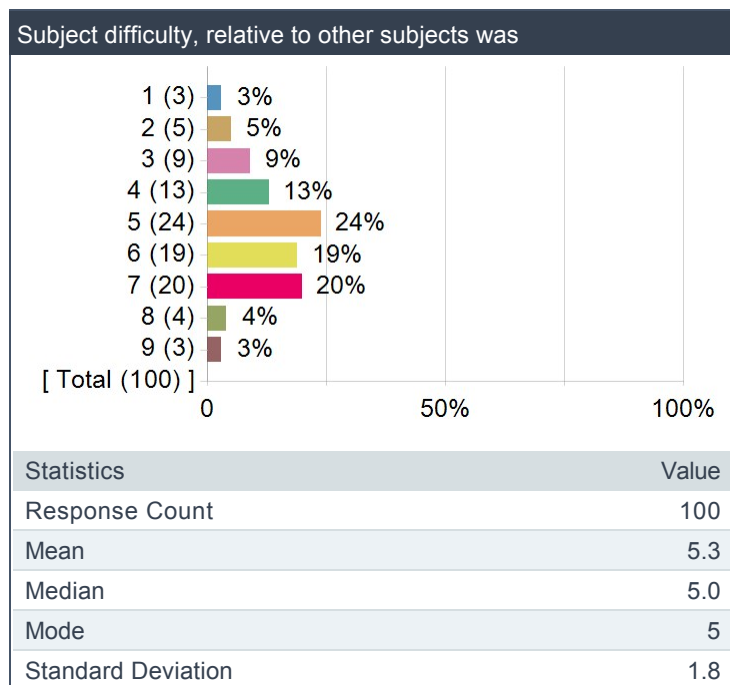
Comments
The instructor was very enthusiastic while teaching the class, You could tell he really likes and knows about the topics being discussed. He also explained the topics in language we could easily understand
The professor explained everything very well and was able to include examples towards everything that made it much easier to understand the theories and concepts. He was very approachable and overall an amazing professor
Professor is a strong lecturer and his PowerPoint are very easy to follow
Ran very well organized and well timed classes. The class never seemed rushed. Questions were always thoroughly answered and questions were often given to the class. Professor McClelland seemed to be an expert who was enthusiastic about political science.
He's very likable, and he doesn't ostracize students for their views.
When he incorporated the class into the lecture by showing a graphic of where we all lived and how that affected us politically or allowed us to speak on personal experiences relevant to the topic– it made me feel MUCH more connected to the class and the material.
Prof. McClelland's class is very lecture heavy but he is really good at making the class interesting. Topics are engaging, and he is very welcoming to students' opinions and personal experiences. Understanding, funny, and very knowledgeable. Seems to genuinely care about the individual. Enjoyed how he would use videos and graphs to explain things as well. Would definitely take a course from him again, great guy overall.
I really enjoyed that Professor McClelland was charismatic and used his knowledge to make the information interesting. Usually, I have a hard time sitting through a 75 minute lecture, but McClelland made that easy. Also the power points were laid out very intuitively in terms of note taking.
Everything was presented very clearly. The beginning of the class always started with him asking if anyone has any logistical questions and he would give an overview of what we would be doing. The notes were also really helpful.
Professor is very engaging in lecture and does a great job tying in real-world and current events examples that are pertinent to our lives. I would love to take a more advanced political science course taught by Prof. McClelland, as his expertise is clearly vast, but he makes coming to discussion every week seem interesting.
Professor Benjamin is one of the best professors at Fordham because the way he presents the main themes of political matter gives us the motivation to take a deeper look at the problems of various systems and ideas. During the class we were able to feel the professor's enthusiasm for this subject and this instilled in us a great deal of confidence about the material and knowledge that should be acquired. Furthermore, the organization of the class was excellent, and the material and topics mentioned were very nicely bound from both domestic and international perspectives. It was cool that the professor has a lot of knowledge and experience about other cultures.
–
I really liked how Professor McClelland lectures. His slides have the main ideas of what he's talking about but then he goes into much greater depth with his speech. He really demonstrates a strong interest in the subject and he is able to get everyone around him just as excited about political science as himself.
I answered this in one of the previous boxes. I'm not sure if McClelland will see that one, so I will paste my response again here. This is a completely honest, objective review. In fact, I almost never do evaluations for professors. But McClelland's class made me actually do one for him:
Benjamin McClelland has somehow figured out how to lecture extremely well. I'm not going to lie, I wasn't the biggest fan of him after many instances of him not picking on me when I would constantly raise my hand and when I received a poor grade on one of my earlier papers, but even during that time I still admitted to myself that his lecture style was impeccable. I honestly do not even know how he does it. I have terrible ADHD. But for some reason, there's not a second that goes by in a McClelland lecture in which my mind is drifting off. He has figured out how to lecture pretty complex historical and political topics in a way that is fascinating. It's not dull nor monotonous. Neither is it overly energetic or passionate. It's a perfect mix. It's literally a lecture style that only I have seen him master. I truly wish to know how he does it. I would love to take another course with him as a professor for the simple reason that I can actually pay attention and learn from his lectures.
The instructor's lectures were positive because they covered an array of aspects concerning the topic. Included multiple examples from different time periods.
I liked his lecturing style and the response papers we had to write. All very interesting. The midterm was fair.

What specific advice would you give to help your instructor improve your learning experience in this course, and why?

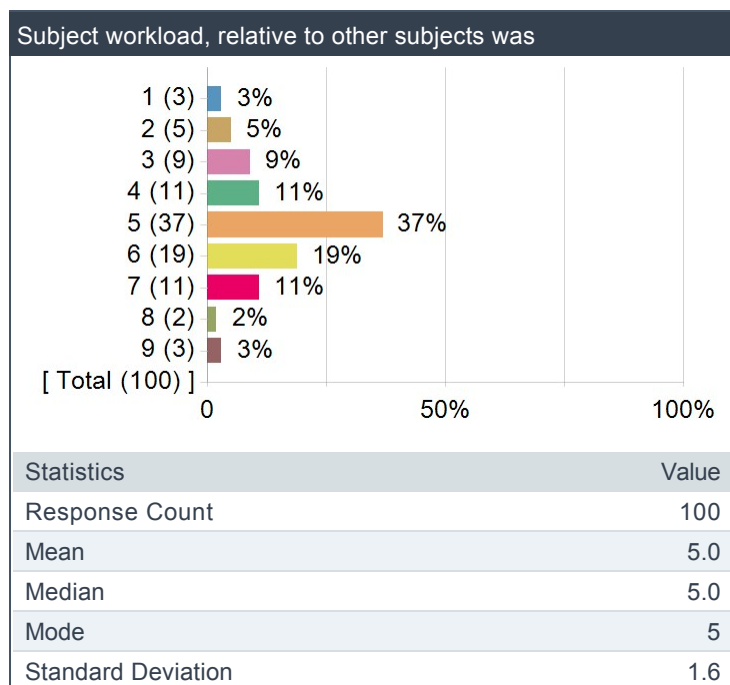
Comments
The readings were packed so maybe guidance on how to tackle the reading
Participation is emphasized in the grade, it could be made easier to participate just beyond asking questions
Possibly a little more promptness on returning grades. Sometimes, we were told we would receive grades by a certain date, and would receive them later than that, usually not too much later however.
I'd prefer to have some breakout discussions in small groups as a way to check on what we're learning. Like, I think I understand the lectures, but I don't have as much of an opportunity to verify that.
Add more videos on the topics being discussed, I think a lot of people would appreciate a visual aid to the material as it makes it feel more real in a way.
The 5 response paper were not a bad method of homework. In fact, it was very generous, but I felt like there should be a bit more time to complete them. As a student who works two jobs outside of school, it is difficult for me to write 5 pages within a short period of time.
Take more time explaining completely new concepts that the students have most likely never heard of, like the models. Talk more about the readings specifically because studying them for the final and midterm was hard since we didn't discuss them in class that often — they were usually just briefly mentioned.
Perhaps make the readings a bit more curtailed or more covered in lecture — sometimes (I'm talking more about the detailed essays and research papers) the readings seem extremely detail-heavy while lecture is covering big-picture broad topics that seem easier to understand.
I don't think it is necessary to give any advice, Professor Benjamin's approach to this subject is excellent!
–
I think if we could have more room for discussion this class could be even better. Maybe setting aside one day every two or three weeks for open discussion about the topics we'd been learning about or particular readings that students found debateable.
Do NOT change your lecture style. It is impeccable, and this is coming from someone with terrible ADHD that can nearly never go through a class without many instances of his mind drifting off. The only thing that I would maybe change are some of the readings. Some of them are pretty lengthy, convoluted, and dull.
Including group discussions– this was students have room to discuss amongst each other.
Write more detailed notes on the response papers b/c I would like to learn from my mistakes.

General Questions

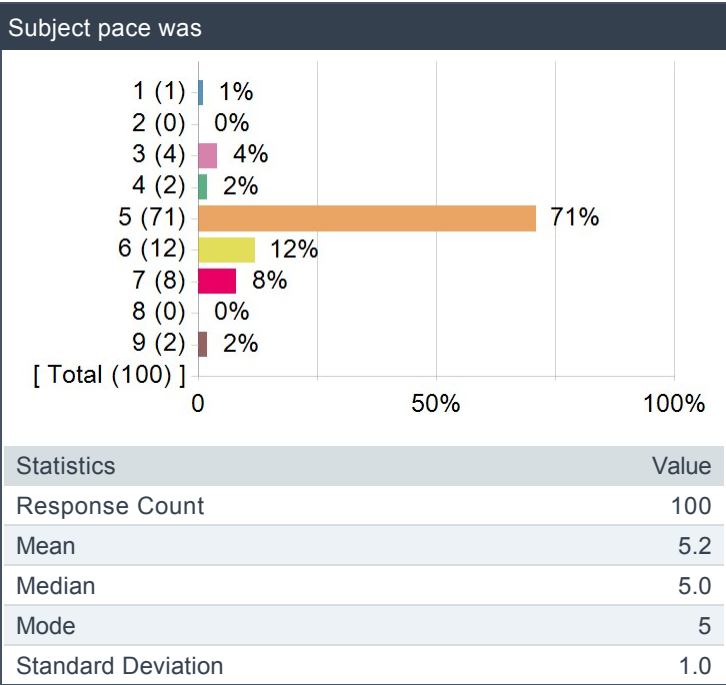
Subject difficulty, relative to other subjects was



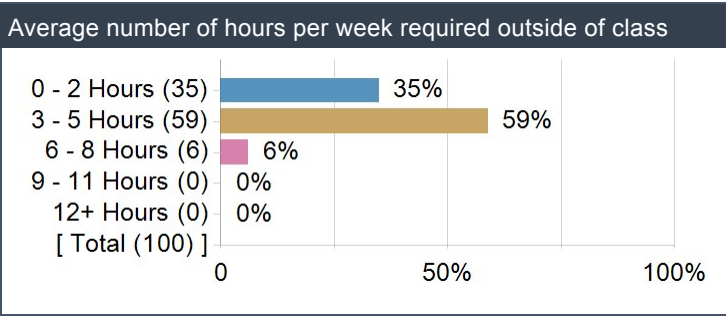
Subject workload, relative to other subjects was



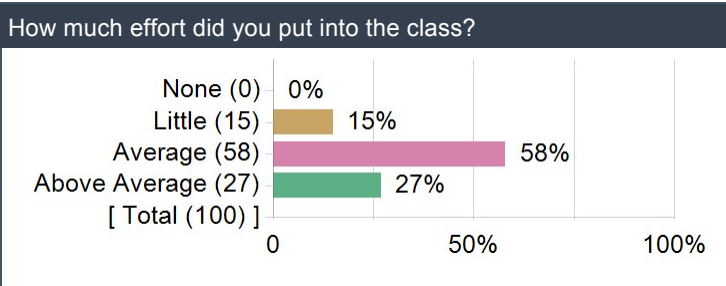
Subject pace was



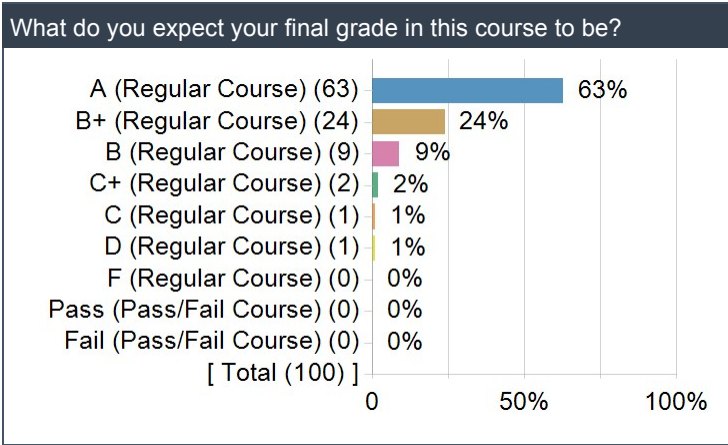
Average number of hours per week required outside of class



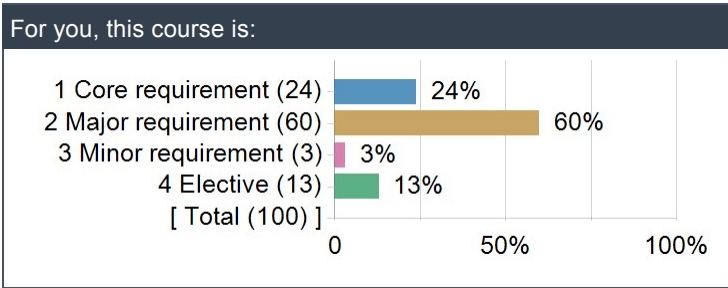
How much effort did you put into the class?



What do you expect your final grade in this course to be?



For you, this course is:



Which of these following reasons figured in your decision to take this course? (Mark all that apply)

