

Student Evaluations

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Note: All evaluations are complete and un-edited. There is a single subsection for each individual precept or section taught (the level at which I receive the data).

1 Politics 360 (Spring 2020):

1.1 Course Description

This course investigates the politics of protest and revolution, examining the conditions under which protest movements emerge, their choice of tactics, the effects of repression and concessions, and the determinants of movement success. The second part of the course focuses on revolutions, examining the forms they assume and the conditions under which they develop and prove successful. Examples discussed include the civil rights, women's and environmental movements; the French, Russian, and Iranian revolutions; the collapse of communism; and the "color revolutions," the Arab Spring, and other waves of revolution in the contemporary world.

Individual Role

In this course, I was the preceptor (TA) for one sections of approximately 10 students which met for 50 minutes each once per week. These precepts focused on review and application of lecture material and readings to case studies introduced through documentary films.

Sample Reading List

- Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics*
- James C. Scott, *Domination and the Arts of Resistance*
- Kurt Schock, *Unarmed Insurrections: People Power Movements in...*
- Theda Skocpol, *States and Social Revolutions*
- Jeff Goodwin, *No Other Way Out*
- Todd Gitlin, *The Whole World is Watching*

Reading/Writing Assignments

There will be approximately 125 pages of reading per week, plus a film. Students will be required to write a midterm examination, an 8-page term paper, and a final examination.

Requirements/Grading

- Mid term exam - 20%
- Final exam - 30%
- Term paper(s) - 30%
- Class/precept participation - 20%

1.2 Instructor Evaluations

I think that the overall quality of the precepts was:

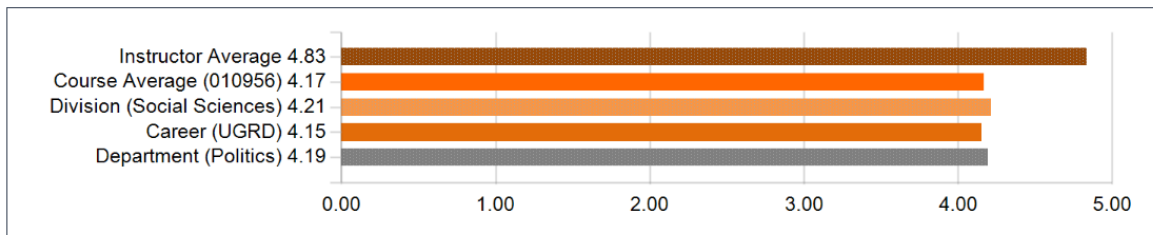


Figure 1: Instructor Score Analysis: Instructor-specific evaluations relative to course average, division average, undergrad average, and department average. Number of Respondents = 6.

Precepts - Please comment on the quality of the precepts. How did they contribute to your learning in the course? To what extent did the preceptor raise challenging questions, help clarify course material, and encourage broad student participation? Was the preceptor responsive to students' questions, opinions, and criticism?

Comments
Great! Ben is a fantastic preceptor and he was really good at breaking down concepts and making sure everyone was involved in precept. He also went above and beyond his duties as my preceptors by sitting down with me during office hours and going over how to do my JP — I really, really appreciated that and am so grateful for his time and help!
I loved having discussions in precept. I always left with new ideas and a better understanding of the subject.
Very helpful in reviewing the material.
Easily one of the best preceptors I have had at Princeton. Went above and beyond and devoted his time to help students understand the material and create meaningful discussions. He connected the material from lecture with the assigned readings which was very helpful.
Amazing and intellectually engaging precept.

Figure 2: Qualitative Feedback on Precepts.