

Evidence of Teaching Ability

Below I provide summary statistics and selected quotes for courses in which I have served as instructor of record or lead labs or discussion sections. Additionally, I also provide unedited copies student evaluations, and the most recent syllabi for courses in which I taught as the instructor of record.¹

1 Instructor of Record

At UCSD I have been the instructor of record for two courses: *Poli 125B: The Politics of Food in a Global Economy*, an upper-division comparative politics course I have taught twice; and *Econ/Poli 5D: Data Analytics for the Social Sciences*, a lower-division methods course cross-listed between economics and political science. *Politics of Food* is a lecture course that uses issues related to the production and consumption of food to explore a variety of issues in political science, including the formation of states, collective action problems, how institutions prioritize different actors, and topics related to political violence. *Data Analytics* introduces students to research design, basic data analysis and visualization techniques, and several commonly used statistical software through lectures and labs. According to anonymous, university-administered evaluations 100 percent of students who responded recommend both these courses and me as an instructor.²

Class	Recommend Course	Recommend Instructor
Poli 125B: Politics of Food in a Global Economy (Summer 2020)	100%	100%
Econ/Poli 5D: Data Analytics for the Social Sciences (Winter 2021)	100%	100%

Table 1: Selected Student Quotes From Evaluations

I came in with no knowledge about how to use data programs, but now I feel like I have a good foundation to continue my learning. I like that the class is not so “high stakes”, as this allows you yo focus on the material and not just worry about your grade. - Econ/Poli 5D Student

The homework assignments are challenging (at least they were for a beginner like me), but they really motivate you to figure things out. Once you do figure things out, you’re really proud of yourself. - Econ/Poli 5D Student

He was very knowledgeable and used interesting real world examples to teach the programs. He provided a good foundation for data science. - Econ/Poli 5D Student

He always provided a good learning environment. - Econ/Poli 5D Student

¹Note that in courses with fewer than five evaluations made by students the university withholds full reports, only providing instructors with summary statistics.

²Students are asked: “Do you recommend this [course/professor] overall?” and given the response options [yes/no].

2 Teaching Assistant

In courses in which I have led either lab or discussion sections while at UCSD, over 91 percent of students responding to anonymous, university-administered evaluations would recommend me as instructor.³ This includes students of lower-division political science courses (*Poli 11D: Intro to Comparative Politics*, an introductory course with an emphasis on political institutions; and *Poli 28: Ethics and Society II*, a course on theories of dissent), and masters-level courses at UCSD’s School of Global Policy and Strategy (*GPCO 400: Policy Making Processes*, a required first-year course providing an overview of political science topics such as collective action problems and principal-agent theory; and *GPEC 443: GIS and Spatial Data Analysis*, an elective methods course on GIS and geospatial statistics).

Term	Recommend Instructor
Poli 11D: Intro to Comparative Politics	
Winter 2020	100%
Poli 28: Ethics and Society II	
Winter 2022	90%
Spring 2022	80%
GPCO 400: Policy Making Processes	
Winter 2017	97.4%
Winter 2018	94.2%
Winter 2019	76.7%
GPEC 443: GIS and Spatial Data Analysis	
Fall 2017	96.6%
Fall 2018	96.2%
Spring 2019	87.5%
Fall 2019	94.1%
Fall 2020	75%
Aggregate Total	91%

Table 2: Selected Student Quotes From Evaluations

Very knowledgeable, came into the section prepared and organized. I felt as if I learned a great deal from him in comparison to the professor. - Poli 11D Student

I thought discussion section was very engaging as we not only reviewed class information, but we also played collaborative games to discuss the material in a more creative and engaging way. - Poli 11D Student

³Students are given the statement, “I would recommend this Instructional Assistant to other students,” and asked if they “Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, or Strongly Disagree.” To generate these statistics, I pool together students answering “Strongly Agree” and “Agree.” Most of the remaining students choose the option, “Neither Agree Nor Disagree” with relatively few students across all courses expressing disagreement.

I think Brian has an ability to easily convey the large amount of information into more condensed writing, which helped a lot. - Poli 11D Student

Overall, knows the material very well and gets you to think critically about it. Also very helpful in the assignments and does a good job letting you know why you got the scores you got. - Poli 28 Student

I really liked how Brian would listen to us in discussion and respond immediately either restating what we said in other words to show he was listening or asking us follow-up questions. I felt really "heard" in his discussion and felt like everyone and their ideas were given a lot of respect. I really felt like we were all equals. - Poli 28 Student

Explained everything very clearly, referring to simplified versions of models presented in lecture. Was very patient and kind! - GPCO 400 Student

Brian is the best TA I could have possibly asked for in this class. He is fair. He sets clear expectations. He knows his stuff. His review sessions were incredibly helpful. A+. - GPCO 400 Student

He knows the topics, is able to explain them clearly, grades fairly, and is pleasant and approachable - GPCO 400 Student

Brian was always willing to help, responded quickly to emails, and stayed later than required during office hours to make sure everyone had had a chance to speak with him. - GPEC 443 Student

He has been one of my favorite TAs over the last 4 quarters of school. He is an intelligent and kind person that is well respected by my peers as well. I can tell that he is invested in the students successes and really wants to help. - GPEC 443 Student

Brian is able to explain difficult concepts with ease and goes above and beyond to ensure students understand and appreciate the core concepts taught in class. He is very easy to talk to and helped make the class really enjoyable. - GPEC 443 Student



Course and Instructor Evaluation Summary Department of Political Science

Engelsma, Brian Wesley
POLI 5D - Data Analytics/Social Sciences (D)
Winter Quarter 2021

Number of Students Enrolled: 8
Number of Evaluations Submitted: 5

PLEASE COMMENT ON THE FOLLOWING:

1. Your class level is

0 (0.0%): Freshman
1 (20.0%): Sophomore
0 (0.0%): Junior
4 (80.0%): Senior
0 (0.0%): Graduate
0 (0.0%): Extension
0 (0.0%): Visitor

2. Your reason for taking this class is

2 (50.0%): Major
0 (0.0%): Minor
0 (0.0%): Gen. Ed.
0 (0.0%): Elective
2 (50.0%): Interest
1: [No Response]

3. What grade do you expect in this class?

3 (75.0%): A
0 (0.0%): B
0 (0.0%): C
0 (0.0%): D
0 (0.0%): F
1 (25.0%): P
0 (0.0%): NP
1: [No Response]

GENERAL QUESTIONS

4. I learned a great deal from this course.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

5. How many hours a week do you spend studying outside of class on average?

0 (0.0%):	0-1
0 (0.0%):	2-3
4 (100.0%):	4-5
0 (0.0%):	6-7
0 (0.0%):	8-9
0 (0.0%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more
1:	[No Response]

6. How often do you attend this course?

0 (0.0%):	Very Rarely
0 (0.0%):	Some of the Time
4 (100.0%):	Most of the Time
1:	[No Response]

COURSE MATERIAL POLI 5D

7. The course material is intellectually stimulating.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
1 (25.0%):	Agree
3 (75.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

8. Assignments promote learning.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

9. Required reading is useful.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
0 (0.0%): Neither Agree nor Disagree
1 (25.0%): Agree
1 (25.0%): Strongly Agree
2 (50.0%): Not Applicable
1: [No Response]

10. This course is difficult relative to others.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
1 (25.0%): Neither Agree nor Disagree
2 (50.0%): Agree
1 (25.0%): Strongly Agree
0 (0.0%): Not Applicable
1: [No Response]

11. Exams are representative of the course material.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
0 (0.0%): Neither Agree nor Disagree
1 (25.0%): Agree
2 (50.0%): Strongly Agree
1 (25.0%): Not Applicable
1: [No Response]

12. Do you recommend this course overall?

4 (100.0%): Yes
0 (0.0%): No
1: [No Response]

13. Course POLI 5D:

- I came in with no knowledge about how to use data programs, but now I feel like I have a good foundation to continue my learning. I like that the class is not so "high stakes", as this allows you to focus on the material and not just worry about your grade.

14. Exams/Quizzes/Papers:

- The homework assignments are challenging (at least they were for a beginner like me), but they really motivate you to figure things out. Once you do figure things out, you're really proud of yourself.

15. Reading [title(s) and comments]:

- no readings for this class.

INSTRUCTOR Brian Engelsma

16. Instructor displays a proficient command of the material.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

17. Instructor is well prepared for classes.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

18. Instructor's speech is clear and audible.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

19. Instructor explains the course material well.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

20. Lectures hold your attention.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
1 (25.0%):	Agree
3 (75.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

21. Instructor's lecture style facilitates note-taking.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
1 (25.0%): Neither Agree nor Disagree
1 (25.0%): Agree
2 (50.0%): Strongly Agree
0 (0.0%): Not Applicable
1: [No Response]

22. Instructor shows concern for students' learning.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
0 (0.0%): Neither Agree nor Disagree
0 (0.0%): Agree
4 (100.0%): Strongly Agree
0 (0.0%): Not Applicable
1: [No Response]

23. Instructor promotes appropriate questions/discussion.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
0 (0.0%): Neither Agree nor Disagree
0 (0.0%): Agree
4 (100.0%): Strongly Agree
0 (0.0%): Not Applicable
1: [No Response]

24. Instructor is accessible outside of class.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
0 (0.0%): Neither Agree nor Disagree
0 (0.0%): Agree
4 (100.0%): Strongly Agree
0 (0.0%): Not Applicable
1: [No Response]

25. Instructor starts and finishes class on time.

0 (0.0%): Strongly Disagree
0 (0.0%): Disagree
0 (0.0%): Neither Agree nor Disagree
0 (0.0%): Agree
4 (100.0%): Strongly Agree
0 (0.0%): Not Applicable
1: [No Response]

26. Instructor is effective in promoting academic integrity.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

27. The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
0 (0.0%):	Agree
4 (100.0%):	Strongly Agree
0 (0.0%):	Not Applicable
1:	[No Response]

28. Instructor Brian Engelsma:

- He was very knowledgeable and used interesting real world examples to teach the programs. He provided a good foundation for data science.

29. Do you recommend this professor overall?

4 (100.0%):	Yes
0 (0.0%):	No
1:	[No Response]

Custom Question 5

30. Please provide examples of the ways the instructor did or did not create a learning environment that welcomed, challenged, and supported all students.

- He always provided a good learning environment.

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**Student IA Evaluation for Brian Wesley Engelsma
Department of Political Science**POLI 11D - Intro/Poli Sci:Compar Politics (Strom, Kaare)
Winter 2020**Number of Evaluations Submitted: 18
Number of Students Enrolled: 157**

1. The Instructional Assistant was well organized and prepared for class.

14 (77.8%): Strongly Agree
4 (22.2%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

16 (88.9%): Strongly Agree
2 (11.1%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

13 (72.2%): Strongly Agree
5 (27.8%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

12 (66.7%): Strongly Agree
5 (27.8%): Agree
1 (5.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

11 (61.1%): Strongly Agree
3 (16.7%): Agree
2 (11.1%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
2 (11.1%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

13 (72.2%): Strongly Agree
5 (27.8%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

15 (83.3%): Strongly Agree
2 (11.1%): Agree
1 (5.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

13 (72.2%): Strongly Agree
5 (27.8%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

12 (66.7%):	Strongly Agree
2 (11.1%):	Agree
2 (11.1%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (11.1%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

12 (66.7%):	Strongly Agree
5 (27.8%):	Agree
1 (5.6%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

17 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

15 (83.3%):	Strongly Agree
3 (16.7%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.

Please keep your comments constructive and professional, abiding by the Principles of Community

- Explained things clearly and concisely and even posted his slides on his website; super helpful!! Also, in discussion he showed us a video about the country we talked about and their relation with petroleum and the issues it brings about. It was a really good way to help visualize the problems in the country and what effects it had on the people. I think that has thus helped me retain information about that country the most out of the three. It was a really creative approach, along with the hands-on games we did like Blotto's game to understand Russian elections.
- He is able to explain topics covered briefly in class by the professor in greater detail so that I may understand.
- He is able to help students understand the material by providing examples.
- His explanations and his analogies were very solid. I never felt lost when he was teaching us stuff.
- I think Brian has an ability to easily convey the large amount of information into more condensed writing, which helped a lot.
- I thought discussion section was very engaging as we not only reviewed class information, but we also played collaborative games to discuss the material in a more creative and engaging way.
- knew what he was talking about, was prepared for class, and confident in teaching. wore cool shirts
- Organized and knew the material. Interacted well with the students.
- Very helpful in covering things not covered in lecture.
- Very knowledgeable, came into the section prepared and organized. I felt as if I learned a great deal from him in comparison to the professor.
- Very organized in sections (helpful slides that give good overview of the material, usually things that have not been elaborated on in lecture)
- Very prepared, and he promotes an active discussion.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.

Please keep your comments constructive and professional, abiding by the Principles of Community

- -
- A little unenthusiastic.
- I didn't note any!
- N/A.
- N/A?

- Sometimes has trouble engaging the class in discussion, though presenting the slides and material seems more important because there isn't really much to discuss; a very minor problem.
- Talked/covered material too quickly sometimes/
- To me, it seemed like he favored one student who sat in the front. I was too nervous of my own incorrect answer to usually raise my hand, but it made me feel sad when he would ask the student multiple questions, when usually he would usually spread the questions over many students. I think the student was really struggling and Brian was just trying to help him, but it ended up looking like Brian wanted to help just him.
- wore flip flops

15. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

- He's a good TA
- I honestly learned a lot more in this TA's section than I did in lecture.
- I wish there were quizzes to force me to read more of the material. I struggled to keep up; I took 21 units this quarter (and never will again) with two foreign languages, an upper division SIO class, writing class, and this class. If there were quizzes, I would at least skim through all of the chapter instead of taking notes on the first sections and then falling asleep. It might've been the overwhelming workload, but I think quizzes would've helped me stay on top of things better and cushioned my grade rather than the 30/30/30 midterm/essay/final weight distribution which meant that if you messed up one, you're likely to get a B or worse.
- I would definitely recommend Brian to anyone.
- nope
- Support COLA

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**Student IA Evaluation for Brian Wesley Engelsma
Department of Political Science**

POLI 28 - Ethics And Society II (Elgin, Samuel Zincke)
Winter 2022

**Number of Evaluations Submitted: 10
Number of Students Enrolled: 176**

1. The Instructional Assistant was well organized and prepared for class.

7 (70.0%): Strongly Agree
3 (30.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

8 (80.0%): Strongly Agree
2 (20.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

7 (70.0%): Strongly Agree
3 (30.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

6 (60.0%): Strongly Agree
3 (30.0%): Agree
1 (10.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

5 (50.0%): Strongly Agree
5 (50.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

5 (50.0%): Strongly Agree
4 (40.0%): Agree
1 (10.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

5 (50.0%): Strongly Agree
4 (40.0%): Agree
1 (10.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

7 (70.0%): Strongly Agree
2 (20.0%): Agree
1 (10.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

6 (60.0%):	Strongly Agree
2 (20.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (20.0%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

7 (77.8%):	Strongly Agree
2 (22.2%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

9 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

8 (80.0%):	Strongly Agree
1 (10.0%):	Agree
1 (10.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Extremely accessible. Also made a point of prodding students to analyze their comments in discussion deeper.
- I really liked how Brian would listen to us in discussion and respond immediately either restating what we said in other words to show he was listening or asking us follow-up questions. I felt really "heard" in his discussion and felt like everyone and their ideas were given a lot of respect. I really felt like we were all equals.
- Overall, knows the material very well and gets you to think critically about it. Also very helpful in the assignments and does a good job letting you know why you got the scores you got.
- The instructor was very helpful in facilitating discussion on the material for the course and held very interesting discussions. The discussions personally helped me a lot with content for essays.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- I cannot think of anything.
- I did not see a weakness really. Just great all around.
- Not really his issue, but zoom discussion is like pulling teeth.
- The instructor doesn't always acknowledge the people using the chat to communicate.

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Brian has such a cute doggo!

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**Student IA Evaluation for Brian Wesley Engelsma
Department of Political Science**POLI 28 - Ethics And Society II (Elgin, Samuel Zincke)
Spring 2022**Number of Evaluations Submitted: 5
Number of Students Enrolled: 174**

1. The Instructional Assistant was well organized and prepared for class.

2 (40.0%): Strongly Agree
1 (20.0%): Agree
1 (20.0%): Neither Agree Nor Disagree
1 (20.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

2 (40.0%): Strongly Agree
3 (60.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

2 (40.0%): Strongly Agree
2 (40.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (20.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

1 (20.0%): Strongly Agree
1 (20.0%): Agree
3 (60.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

1 (20.0%): Strongly Agree
1 (20.0%): Agree
2 (40.0%): Neither Agree Nor Disagree
1 (20.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

1 (20.0%): Strongly Agree
2 (40.0%): Agree
2 (40.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

2 (40.0%): Strongly Agree
1 (20.0%): Agree
2 (40.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

2 (40.0%): Strongly Agree
3 (60.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

2 (40.0%):	Strongly Agree
2 (40.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (20.0%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

2 (40.0%):	Strongly Agree
2 (40.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (20.0%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

3 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

1 (20.0%):	Strongly Agree
3 (60.0%):	Agree
1 (20.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Brian did a good job leading section, and made sure that conversation was flowing. I was quite impressed that all he came to class with was basically 3-5 questions, yet was able to facilitate a discussion that lasted 50 minutes.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- I do wish that Brian would give more thorough feedback in our essays, sometimes I felt that the comments in the feedback were a bit vague, and did not necessarily tell me what I had to improve on.
- When someone asks him a question he often spends too long answering it instead of giving straightforward answers. He seems to wish to be a teacher instead of a discussion leader, because he spends more time talking than everyone else in the discussion cumulatively, which makes it slightly more difficult for students to ask questions or discuss the material themselves.

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

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**Student IA Evaluation for Brian Engelsma
School of Global Policy and Strategy**

IRCO 400 - Policy Making Processes (Ahlquist, John S.)
Winter 2017

**Number of Evaluations Submitted: 39
Number of Students Enrolled: 126**

1. The Instructional Assistant was well organized and prepared for class.

21 (53.8%):	Strongly Agree
14 (35.9%):	Agree
2 (5.1%):	Neither Agree Nor Disagree
1 (2.6%):	Disagree
0 (0.0%):	Strongly Disagree
1 (2.6%):	Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

22 (56.4%):	Strongly Agree
15 (38.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
1 (2.6%):	Disagree
0 (0.0%):	Strongly Disagree
1 (2.6%):	Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

20 (51.3%):	Strongly Agree
14 (35.9%):	Agree
4 (10.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (2.6%):	Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

19 (48.7%): Strongly Agree
14 (35.9%): Agree
5 (12.8%): Neither Agree Nor Disagree
1 (2.6%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

17 (43.6%): Strongly Agree
13 (33.3%): Agree
3 (7.7%): Neither Agree Nor Disagree
2 (5.1%): Disagree
2 (5.1%): Strongly Disagree
2 (5.1%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

19 (48.7%): Strongly Agree
18 (46.2%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
1 (2.6%): Strongly Disagree
1 (2.6%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

21 (53.8%): Strongly Agree
15 (38.5%): Agree
2 (5.1%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (2.6%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

20 (51.3%): Strongly Agree
16 (41.0%): Agree
3 (7.7%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

20 (52.6%):	Strongly Agree
14 (36.8%):	Agree
3 (7.9%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (2.6%):	Not Applicable
1:	[No Response]

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

20 (51.3%):	Strongly Agree
14 (35.9%):	Agree
3 (7.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (5.1%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

30 (93.8%):	No issues
1 (3.1%):	Too quiet
0 (0.0%):	Too loud
1 (3.1%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

21 (55.3%):	Strongly Agree
16 (42.1%):	Agree
1 (2.6%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1:	[No Response]

13. Please describe this person's greatest strengths as a Instructional Assistant.

Please keep your comments constructive and professional, abiding by the Principles of Community

- Brian did a superb job as TA. He explained class topics very well, showing a clear understanding. He also gave quick and insightful feedback on essay 2.
- Brian is able to address different topics raised by the class.
- Explained everything very clearly, referring to simplified versions of models presented in lecture. Was very patient and kind!
- Great grasp on subject matter and can offer perspectives from other studies, which I found helpful and interesting.
- Has an agenda planned, which is always more helpful than just answering questions (for the midterm review).
- He grades and returns assignments incredibly quickly. Good in session.
- Knows the subject matter very well and is very good at explaining it!
- much patience
- patience and professional
- patient, always willing to help. Good academic knowledges.
- Straightforward. Not too abstract.
- Thoughtful consideration of a question of issue which leads to constructive answers and useful guidance.
- very helpful connections between materials. He is the best
- Very helpful in dissecting complex topics, very patient

14. Please describe this person's greatest weaknesses as a Instructional Assistant.

Please keep your comments constructive and professional, abiding by the Principles of Community

- Maybe could use a little more energy, but I think the quarter system wears all of us out.
- Session can be more organized. It will be great to do a reading summary in TA sessions.
- The midterm took three weeks to return, and there was 0 feedback on the returned exam. I have no idea why I received the grade I have on this midterm. This isn't constructive to my increased understanding of the topics covered and may hurt my ability to correctly answer questions on the midterm.
- The TA often seemed to come to class without a clear plan for the section, and students just asked questions about the reading. This was less useful to me, and compared poorly to some of the TAs' preparations for section in Globalization class last quarter.
- wearing too much slippers

15. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

- brian seems to be the best of the TAs we had for this course. However, I don't think the TAs as a whole were very responsive to concerns or helpful overall.
- He is the best ~
- I didn't interact with this TA as much as others but he consistently appeared invested in students learning and understanding the material, not just memorizing.
- Overall I feel that Brian is a very helpful instructor and always has an answer for every question, however I also feel that there could be more structure/organization to our sections.
- Overall, helpful
- Thank you.
- The grading in this course was unsatisfactory. The turnaround time for receiving memos and the midterms back graded was too long, and the memos were returned with no feedback. Written feedback is important on written tests, and posting a rubric later is no substitute.
- The time between assignment submissions and return of assignments was very lengthy. Also there was no feedback on the midterm or even information to show what the grades were based on. The grades seemed arbitrary and were not explained at all. This makes it difficult, if not impossible to know how to improve. I expect at least some level of guidance as to what we can do to be better writers, which I don't think is too much to ask.

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**Student IA Evaluation for Brian Engelsma
School of Global Policy and Strategy**

GPCO 400 - Policy Making Processes (Victor, David Gardiner)
Winter 2018

**Number of Evaluations Submitted: 70
Number of Students Enrolled: 142**

1. The Instructional Assistant was well organized and prepared for class.

48 (68.6%): Strongly Agree
16 (22.9%): Agree
2 (2.9%): Neither Agree Nor Disagree
1 (1.4%): Disagree
0 (0.0%): Strongly Disagree
3 (4.3%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

47 (68.1%): Strongly Agree
20 (29.0%): Agree
1 (1.4%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (1.4%): Not Applicable
1: [No Response]

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

48 (70.6%): Strongly Agree
15 (22.1%): Agree
2 (2.9%): Neither Agree Nor Disagree
1 (1.5%): Disagree
0 (0.0%): Strongly Disagree
2 (2.9%): Not Applicable
2: [No Response]

4. The Instructional Assistant helped develop my thinking skills on the subject.

45 (64.3%): Strongly Agree
17 (24.3%): Agree
7 (10.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (1.4%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

40 (57.1%): Strongly Agree
17 (24.3%): Agree
9 (12.9%): Neither Agree Nor Disagree
4 (5.7%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

42 (61.8%): Strongly Agree
22 (32.4%): Agree
2 (2.9%): Neither Agree Nor Disagree
2 (2.9%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
2: [No Response]

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

43 (61.4%): Strongly Agree
24 (34.3%): Agree
2 (2.9%): Neither Agree Nor Disagree
1 (1.4%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

45 (64.3%): Strongly Agree
20 (28.6%): Agree
4 (5.7%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (1.4%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

43 (61.4%): Strongly Agree
22 (31.4%): Agree
4 (5.7%): Neither Agree Nor Disagree
0 (0.0%): Disagree
1 (1.4%): Strongly Disagree
0 (0.0%): Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

42 (60.0%): Strongly Agree
19 (27.1%): Agree
1 (1.4%): Neither Agree Nor Disagree
1 (1.4%): Disagree
0 (0.0%): Strongly Disagree
7 (10.0%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

61 (88.4%): No issues
0 (0.0%): Too quiet
0 (0.0%): Too loud
2 (2.9%): Too fast
1 (1.4%): Too slow
1 (1.4%): Poor grammar and/or English language skills
1 (1.4%): Used filler words such as "um"
3 (4.3%): Other (please describe)

- Basically no issue, but sometimes the comments on the essay was unclear.
- Communication on the syllabus about expectations regarding the assignments was extremely poor
- great

12. I would recommend this Instructional Assistant to other students.

47 (68.1%): Strongly Agree
18 (26.1%): Agree
3 (4.3%): Neither Agree Nor Disagree
1 (1.4%): Disagree
0 (0.0%): Strongly Disagree
1: [No Response]

13. Please describe this person's greatest strengths as a Instructional Assistant.

Please keep your comments constructive and professional, abiding by the Principles of Community

- Analytical and writing skills, the way he explains how to write memos
- Availability and clarity
- Brain is knowledgable and pretty helpful, I can find his help both in and off class, and he knows the course materials very well
- Brian holds the wonderful background in Politics and can always help us understand the course reading and connect theory with cases better.
- Brian is the best TA I could have possibly asked for in this class. He is fair. He sets clear expectations. He knows his stuff. His review sessions were incredibly helpful. A+.
- Brian responds to emails and questions super quickly! Thank you so much for always taking the time to clarify questions at odd hours of the night!
- Brian's greatest strength is the fact that he always take enough time to make student understand the materials. He answers the questions in detail and make sure student get what he/she wants from the TA Office Hour
- Brian's review sections were extremely helpful before tests, but that might be because he was writing the test with the professor
- Bryan is helpful, explains clearly the ideas that matter and always answered when you needed him. he for sure answered my crazy, hysteria filled emails. Awesome!
- Communication
- Communication and explanation of theories.
- enthusiastic with students when asked about some extra reading materials related with the course, and also can give clear guide on questions of these readings.
- Even the complicated topic, Brian explained very clearly and concisely. Also, he replied to my questions via mail even on the weekend. It was so helpful!!
- Graded everything so quickly and ran an excellent midterm review session.
- He is very good at about lecture.

- He knows the topics, is able to explain them clearly, grades fairly, and is pleasant and approachable
- He was clear and passionate.
- He was responsive to emails and available for questions even after hours.
- His explanation was easy to understand.
- I have complete confidence that Brian knows what he's talking about. Can't say the same for the entire TA teaching staff. His TA session before the midterm was the best TA session I've been to at GPS. Most every other TA session I've been to has been a waste of my time, but Brian came prepared, had an interactive session, answered questions, and provided cases from the news that illustrated the theories. His TA session better prepared me for the midterm than any other TA session has.
- organized, good at theory
- quick responses to emails
- Really knows about the course material and provide very effective and good review sessions
- Responds quickly, understanding, helpful, smart
- Thank you Brian for being a great TA for this class! I liked how prepared you were always to class, and gave us the best information and tips to succeed in this Policy/Political Theory/Comparative Politics class.
- was apparent that knew his material
- Well prepared for the sessions. Knowledgeable about the theories. Great to work with.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Although Brian's midterm session was fantastic, the intermezzo session was a waste of my time. The powerpoint could have been posted on TritonEd and been equally as effective.
- Brian is da bomb
- Communication is weak.
- he had none that i can think of.
- I would say that I wish Brian was a bit more accessible for students with sometimes the level of information he is providing to the students and thorough, for those of us who were Political Science majors, it was a bit easier to understand his feedback and discussion of the concepts, but sometimes he was a bit too brief and concise with his answers.
- Nothing
- Nothing.
- The TAs communicated what was done wrong after-the-fact instead of guiding the students about what they were specifically looking for

15. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

- give him dat phd
- Give this guy a raise!
- I did not interact with him regularly, but when I did he was helpful and instructive.
- I hope to have Brian as a TA in future classes.
- Than you for everything

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**Student IA Evaluation for Brian Engelsma
School of Global Policy and Strategy**

GPCO 400 - Policy Making Processes (Ahlquist, John S.)
Winter 2019

**Number of Evaluations Submitted: 44
Number of Students Enrolled: 162**

1. The Instructional Assistant was well organized and prepared for class.

20 (45.5%):	Strongly Agree
18 (40.9%):	Agree
4 (9.1%):	Neither Agree Nor Disagree
1 (2.3%):	Disagree
0 (0.0%):	Strongly Disagree
1 (2.3%):	Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

18 (40.9%):	Strongly Agree
21 (47.7%):	Agree
3 (6.8%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (4.5%):	Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

16 (38.1%):	Strongly Agree
17 (40.5%):	Agree
6 (14.3%):	Neither Agree Nor Disagree
1 (2.4%):	Disagree
0 (0.0%):	Strongly Disagree
2 (4.8%):	Not Applicable
2:	[No Response]

4. The Instructional Assistant helped develop my thinking skills on the subject.

17 (39.5%): Strongly Agree
14 (32.6%): Agree
8 (18.6%): Neither Agree Nor Disagree
2 (4.7%): Disagree
0 (0.0%): Strongly Disagree
2 (4.7%): Not Applicable
1: [No Response]

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

18 (41.9%): Strongly Agree
16 (37.2%): Agree
3 (7.0%): Neither Agree Nor Disagree
2 (4.7%): Disagree
2 (4.7%): Strongly Disagree
2 (4.7%): Not Applicable
1: [No Response]

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

15 (36.6%): Strongly Agree
20 (48.8%): Agree
5 (12.2%): Neither Agree Nor Disagree
1 (2.4%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
3: [No Response]

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

14 (32.6%): Strongly Agree
23 (53.5%): Agree
4 (9.3%): Neither Agree Nor Disagree
1 (2.3%): Disagree
0 (0.0%): Strongly Disagree
1 (2.3%): Not Applicable
1: [No Response]

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

17 (39.5%):	Strongly Agree
20 (46.5%):	Agree
5 (11.6%):	Neither Agree Nor Disagree
1 (2.3%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

16 (37.2%):	Strongly Agree
22 (51.2%):	Agree
2 (4.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (7.0%):	Not Applicable
1:	[No Response]

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

14 (32.6%):	Strongly Agree
20 (46.5%):	Agree
3 (7.0%):	Neither Agree Nor Disagree
1 (2.3%):	Disagree
0 (0.0%):	Strongly Disagree
5 (11.6%):	Not Applicable
1:	[No Response]

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

- 33 (64.7%): No issues
- 7 (13.7%): Too quiet
- 1 (2.0%): Too loud
- 2 (3.9%): Too fast
- 1 (2.0%): Too slow
- 0 (0.0%): Poor grammar and/or English language skills
- 3 (5.9%): Used filler words such as "um"
- 4 (7.8%): Other (please describe)
 - no organization and preparation on the session before midterm
 - Not sure if he was shy or disinterested.
 - Too flat
 - I suggest him to organize the knowledge more. To be logical

12. I would recommend this Instructional Assistant to other students.

- 18 (41.9%): Strongly Agree
- 15 (34.9%): Agree
- 8 (18.6%): Neither Agree Nor Disagree
- 2 (4.7%): Disagree
- 0 (0.0%): Strongly Disagree
- 1: [No Response]

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- good at breaking down complex concepts
- He was fine, didn't really interact with him outside of class but he did present for one lecture and it was one of the clearer classes
- He was quite knowledgeable over the subject content.
- His review sessions were the most helpful
- Incredibly smart, patient, great at explaining complex topics
- Knowledge of the class, real-world examples...etc
- public speaking
- Very clear expectations on memo and test rubric
- Very knowledgeable
- Very knowledgeable, good at explaining topics covered in this course

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Brian gives an impression of being arrogant.
- Feedback on memos was practically useless. Would get a told that a memo is "good" but then not clear where points were lost and would have contradictory statements like "good application of theory and interesting policy suggestions" but then "discussion was largely window dressing" and then not offer how to improve and it was never clear where one would be losing points (i.e. is it a structure issue, misapplication of theory, writing coherence etc?).
- He could have managed the cold-calling procedure better in a more organized way that was a fairer system.
- Lack of presenting logically

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Thank you!

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**Student IA Evaluation for Brian Engelsma
School of Global Policy and Strategy**

GPEC 443 - GIS & Spatial Data Analysis (McCord, Gordon Carlos)
Fall 2017

Number of Evaluations Submitted: 29
Number of Students Enrolled: 75

1. The Instructional Assistant was well organized and prepared for class.

14 (48.3%): Strongly Agree
7 (24.1%): Agree
2 (6.9%): Neither Agree Nor Disagree
1 (3.4%): Disagree
0 (0.0%): Strongly Disagree
5 (17.2%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

17 (60.7%): Strongly Agree
10 (35.7%): Agree
1 (3.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
1: [No Response]

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

13 (44.8%): Strongly Agree
8 (27.6%): Agree
3 (10.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
5 (17.2%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

15 (51.7%): Strongly Agree
9 (31.0%): Agree
2 (6.9%): Neither Agree Nor Disagree
2 (6.9%): Disagree
0 (0.0%): Strongly Disagree
1 (3.4%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

14 (50.0%): Strongly Agree
10 (35.7%): Agree
1 (3.6%): Neither Agree Nor Disagree
1 (3.6%): Disagree
1 (3.6%): Strongly Disagree
1 (3.6%): Not Applicable
1: [No Response]

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

16 (55.2%): Strongly Agree
12 (41.4%): Agree
1 (3.4%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

17 (60.7%): Strongly Agree
9 (32.1%): Agree
1 (3.6%): Neither Agree Nor Disagree
1 (3.6%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
1: [No Response]

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

13 (44.8%): Strongly Agree
11 (37.9%): Agree
3 (10.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
1 (3.4%): Strongly Disagree
1 (3.4%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

19 (65.5%): Strongly Agree
9 (31.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (3.4%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

11 (37.9%): Strongly Agree
9 (31.0%): Agree
3 (10.3%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
6 (20.7%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

24 (100.0%): No issues
0 (0.0%): Too quiet
0 (0.0%): Too loud
0 (0.0%): Too fast
0 (0.0%): Too slow
0 (0.0%): Poor grammar and/or English language skills
0 (0.0%): Used filler words such as "um"
0 (0.0%): Other (please describe)

12. I would recommend this Instructional Assistant to other students.

15 (51.7%): Strongly Agree
13 (44.8%): Agree
1 (3.4%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Accessible and prepared. Just generally a helpful person!
- Brian was always willing to help, responded quickly to emails, and stayed later than required during office hours to make sure everyone had had a chance to speak with him.
- Fast responses to email questions, which is always appreciated!
- good at stepping through processes
- He has been one of my favorite TAs over the last 4 quarters of school. He is an intelligent and kind person that is well respected by my peers as well. I can tell that he is invested in the students successes and really wants to help.
- Knowledgeable about GIS, friendly
- Knowledgeable and approachable. Brian went the extra mile and met me outside of his office hours twice to make sure I was good to go.
- Knows his subject well
- Made himself very accessible outside of the classroom, was kind and patient in teaching, very approachable.
- Patient and helpful!

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Attention seemed to be dominated by more assertive students during office hours but this is probably more about how students relate to each other than anything Brian could have done differently.
- Came late to office hours once
- Can't think of anything!
- Should be more clear and crisp in giving explanations
- there were a couple office hours he didn't show up or was late

15. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

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**Student IA Evaluation for Brian Engelsma
School of Global Policy and Strategy**

GPEC 443 - GIS & Spatial Data Analysis (McCord, Gordon Carlos)
Fall 2018

Number of Evaluations Submitted: 28
Number of Students Enrolled: 88

1. The Instructional Assistant was well organized and prepared for class.

15 (55.6%): Strongly Agree
8 (29.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
4 (14.8%): Not Applicable
1: [No Response]

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

17 (63.0%): Strongly Agree
7 (25.9%): Agree
3 (11.1%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
1: [No Response]

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

14 (51.9%): Strongly Agree
8 (29.6%): Agree
1 (3.7%): Neither Agree Nor Disagree
1 (3.7%): Disagree
0 (0.0%): Strongly Disagree
3 (11.1%): Not Applicable
1: [No Response]

4. The Instructional Assistant helped develop my thinking skills on the subject.

17 (63.0%): Strongly Agree
7 (25.9%): Agree
2 (7.4%): Neither Agree Nor Disagree
1 (3.7%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
1: [No Response]

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

16 (57.1%): Strongly Agree
10 (35.7%): Agree
1 (3.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
1 (3.6%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

16 (57.1%): Strongly Agree
11 (39.3%): Agree
1 (3.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

15 (53.6%):	Strongly Agree
9 (32.1%):	Agree
3 (10.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (3.6%):	Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

16 (57.1%):	Strongly Agree
8 (28.6%):	Agree
3 (10.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (3.6%):	Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

19 (67.9%):	Strongly Agree
8 (28.6%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (3.6%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

14 (50.0%):	Strongly Agree
10 (35.7%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
4 (14.3%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

- 22 (91.7%): No issues
- 0 (0.0%): Too quiet
- 0 (0.0%): Too loud
- 1 (4.2%): Too fast
- 0 (0.0%): Too slow
- 0 (0.0%): Poor grammar and/or English language skills
- 1 (4.2%): Used filler words such as "um"
- 0 (0.0%): Other (please describe)

12. I would recommend this Instructional Assistant to other students.

- 18 (69.2%): Strongly Agree
- 7 (26.9%): Agree
- 1 (3.8%): Neither Agree Nor Disagree
- 0 (0.0%): Disagree
- 0 (0.0%): Strongly Disagree
- 2: [No Response]

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- brian is a nice human to learn from. some TAs can be hard asses and so his fair and firm yet down to earth manner was very refreshing.
- Brian is always patient and even tempered when offering assistance.
- Brian was a great TA for this class - reliable, clear, and always helpful in office hours. He especially helped me out with my final paper.
- He can solve our problem successfully when we are having trouble with GIS.
- He's very smart, and he seems to know what he is talking about most of the time.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- He does not go in depth at explaining things to students, and it could be because there are a lot of students who want to talk to him, but a few minutes once a week is not enough to get all the questions answered that one might have.
- No weaknesses to report.

15. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

- Great TA
- He's very nice.
- Time slot is too short for us to ask him questions. So, I would like to have more TA or OH in this class.
- We need more TAs like Brian!
- Would have been helpful to have some sort of sign-in or sign-up for questions in OH. It was a little bit of a stare-down to get attention.

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**Student IA Evaluation for Brian Wesley Engelsma
School of Global Policy and Strategy**GPEC 443 - GIS & Spatial Data Analysis (McCord, Gordon Carlos)
Spring 2019**Number of Evaluations Submitted: 8
Number of Students Enrolled: 25**

1. The Instructional Assistant was well organized and prepared for class.

6 (75.0%): Strongly Agree
1 (12.5%): Agree
1 (12.5%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

6 (75.0%): Strongly Agree
2 (25.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

5 (62.5%): Strongly Agree
1 (12.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
2 (25.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

6 (75.0%): Strongly Agree
1 (12.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (12.5%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

6 (75.0%): Strongly Agree
1 (12.5%): Agree
1 (12.5%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

5 (62.5%): Strongly Agree
2 (25.0%): Agree
1 (12.5%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

6 (75.0%): Strongly Agree
1 (12.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (12.5%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

6 (75.0%): Strongly Agree
1 (12.5%): Agree
1 (12.5%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

7 (87.5%):	Strongly Agree
1 (12.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

6 (75.0%):	Strongly Agree
1 (12.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (12.5%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

8 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

6 (75.0%):	Strongly Agree
1 (12.5%):	Agree
1 (12.5%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Responded quickly to emails

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- didn't take time to look over and explain concepts in ArcMap when I had explicitly set a time with him to meet

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Despite agreeing to look over an issue I was having during his OH, Brian looked at my issue for maybe 30 seconds and only told me "I don't know what your problem is because I don't know what process you used to make these files". He then moved onto another student when I realized he wasn't going to help me any more than that. I eventually found and fixed the problem by restarting the assignment, but he didn't help me at all and didn't show any willingness to work through it with me. I know many other students had questions at the time, but he had agreed to work with me because of time constraints that I had making me unable to stay and wait.

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**Student IA Evaluation for Brian Wesley Engelsma
School of Global Policy and Strategy**

GPEC 443 - GIS & Spatial Data Analysis (McCord, Gordon Carlos)
Fall 2019

Number of Evaluations Submitted: 17
Number of Students Enrolled: 87

1. The Instructional Assistant was well organized and prepared for class.

13 (76.5%): Strongly Agree
4 (23.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

14 (82.4%): Strongly Agree
3 (17.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

14 (82.4%): Strongly Agree
2 (11.8%): Agree
1 (5.9%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

14 (82.4%): Strongly Agree
2 (11.8%): Agree
1 (5.9%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

13 (76.5%): Strongly Agree
3 (17.6%): Agree
1 (5.9%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

13 (76.5%): Strongly Agree
3 (17.6%): Agree
1 (5.9%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

13 (76.5%): Strongly Agree
3 (17.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (5.9%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

13 (76.5%): Strongly Agree
2 (11.8%): Agree
1 (5.9%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (5.9%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

13 (76.5%):	Strongly Agree
4 (23.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

11 (64.7%):	Strongly Agree
3 (17.6%):	Agree
1 (5.9%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (11.8%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

15 (93.8%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
1 (6.3%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

15 (88.2%):	Strongly Agree
1 (5.9%):	Agree
1 (5.9%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.

Please keep your comments constructive and professional, abiding by the Principles of Community

- Brian is able to explain difficult concepts with ease and goes above and beyond to ensure students understand and appreciate the core concepts taught in class. He is very easy to talk to and helped make the class really enjoyable.
- Brian was an excellent TA for this class -- he was accessible and was extremely helpful and detailed with his feedback.
- Brian was great, he was always accessible via email and lab. He provided guidance and feedback for the final project and was a breath of fresh air.
- He commonly knew how to solve a problem with the GIS program
- He is so good at communicating
- Patient, informative, and would consistently respond and meet students outside of office hours

14. Please describe this person's greatest weaknesses as a Instructional Assistant.

Please keep your comments constructive and professional, abiding by the Principles of Community

- He did not prepare a lab exercise per se, but I think that is the way the lab was designed to be
- Nah

15. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

- Thank you!

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**Student IA Evaluation for Brian Wesley Engelsma
School of Global Policy and Strategy**GPEC 443 - GIS & Spatial Data Analysis (McCord, Gordon Carlos)
Fall 2020**Number of Evaluations Submitted: 7
Number of Students Enrolled: 38**

1. The Instructional Assistant was well organized and prepared for class.

5 (71.4%): Strongly Agree
0 (0.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
2 (28.6%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

6 (85.7%): Strongly Agree
0 (0.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (14.3%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

4 (57.1%): Strongly Agree
2 (28.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (14.3%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

5 (71.4%): Strongly Agree
0 (0.0%): Agree
2 (28.6%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

4 (57.1%): Strongly Agree
1 (14.3%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (14.3%): Disagree
0 (0.0%): Strongly Disagree
1 (14.3%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

5 (71.4%): Strongly Agree
2 (28.6%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

4 (57.1%): Strongly Agree
1 (14.3%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
2 (28.6%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

4 (57.1%): Strongly Agree
0 (0.0%): Agree
1 (14.3%): Neither Agree Nor Disagree
1 (14.3%): Disagree
0 (0.0%): Strongly Disagree
1 (14.3%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

7 (100.0%):	Strongly Agree
0 (0.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

4 (57.1%):	Strongly Agree
0 (0.0%):	Agree
1 (14.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (28.6%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

6 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

5 (71.4%):	Strongly Agree
1 (14.3%):	Agree
1 (14.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Brian was great!

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

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**Student IA Evaluation for Brian Wesley Engelsma
School of Global Policy and Strategy**

GPEC 443 - GIS & Spatial Data Analysis (McCord, Gordon Carlos)
Fall 2020

Number of Evaluations Submitted: 5
Number of Students Enrolled: 26

1. The Instructional Assistant was well organized and prepared for class.

2 (40.0%): Strongly Agree
2 (40.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
1 (20.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

3 (60.0%): Strongly Agree
2 (40.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

2 (40.0%): Strongly Agree
2 (40.0%): Agree
1 (20.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

2 (40.0%): Strongly Agree
1 (20.0%): Agree
2 (40.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

2 (40.0%): Strongly Agree
1 (20.0%): Agree
1 (20.0%): Neither Agree Nor Disagree
1 (20.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

2 (40.0%): Strongly Agree
1 (20.0%): Agree
2 (40.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

2 (40.0%): Strongly Agree
1 (20.0%): Agree
1 (20.0%): Neither Agree Nor Disagree
1 (20.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

2 (40.0%): Strongly Agree
1 (20.0%): Agree
1 (20.0%): Neither Agree Nor Disagree
1 (20.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

3 (60.0%):	Strongly Agree
1 (20.0%):	Agree
1 (20.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

2 (40.0%):	Strongly Agree
1 (20.0%):	Agree
1 (20.0%):	Neither Agree Nor Disagree
1 (20.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

5 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

2 (40.0%):	Strongly Agree
1 (20.0%):	Agree
2 (40.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- This may be more of a criticism of the class since I do not know the structure of other lab sections. However, I am not sure what the point of a required lab section is if every lab, students are told they can just work on whatever they want. That structure is more reminiscent of a high school study hall than of a graduate level course. As a functional adult, I can budget my own time appropriately so a "required" lab section where I can work on either homework or the lab is self-defeating. I could understand the labs being "required" if the lab section was focused on specific skills but currently they are condescending, and take away for the collegial atmosphere of GPS.

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, School of Global Policy and Strategy, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.

**Student IA Evaluation for Brian Wesley Engelsma
School of Global Policy and Strategy**

GPEC 443 - GIS & Spatial Data Analysis (McCord, Gordon Carlos)
Fall 2020

Number of Evaluations Submitted: 4
Number of Students Enrolled: 32

1. The Instructional Assistant was well organized and prepared for class.

1 (25.0%): Strongly Agree
2 (50.0%): Agree
1 (25.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

1 (25.0%): Strongly Agree
3 (75.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

2 (50.0%): Strongly Agree
1 (25.0%): Agree
1 (25.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

2 (50.0%): Strongly Agree
1 (25.0%): Agree
1 (25.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

1 (25.0%): Strongly Agree
2 (50.0%): Agree
1 (25.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

1 (25.0%): Strongly Agree
2 (50.0%): Agree
1 (25.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

1 (25.0%): Strongly Agree
2 (50.0%): Agree
1 (25.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

1 (25.0%): Strongly Agree
2 (50.0%): Agree
1 (25.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

2 (50.0%):	Strongly Agree
1 (25.0%):	Agree
1 (25.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

1 (25.0%):	Strongly Agree
1 (25.0%):	Agree
1 (25.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (25.0%):	Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

2 (100.0%):	No issues
0 (0.0%):	Too quiet
0 (0.0%):	Too loud
0 (0.0%):	Too fast
0 (0.0%):	Too slow
0 (0.0%):	Poor grammar and/or English language skills
0 (0.0%):	Used filler words such as "um"
0 (0.0%):	Other (please describe)

12. I would recommend this Instructional Assistant to other students.

2 (50.0%):	Strongly Agree
1 (25.0%):	Agree
1 (25.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Brian was helpful at answering questions and providing different approaches to completing tasks

- Clearly answered my questions

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Maybe add a few minutes of lecture to the lab sessions to review key concepts

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, School of Global Policy and Strategy, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.



Econ 5/Poli 5D:
Data Analytics for the Social Sciences
Mon./Wed./Fri., 10:00-10:50 AM PST

Instructor: Brian Engelsma

Email: BEngelsma@ucsd.edu

Course Website: <https://canvas.ucsd.edu/courses/24167>,

Piazza: <https://piazza.com/ucsd/winter2021/econpoli5d>

Office Hours: Wednesday, 11:00-1:00PM PST

Teaching Assistant: Shane Xuan (xxuan@ucsd.edu)

- Shane's Office Hours will be on Mondays from 4:00-5:00PM PST. Shane will stay in the room as long as needed so long as you enter before 5:00PM. Zoom: <https://ucsd.zoom.us/j/94490768817>

This syllabus is subject to change. Students will be notified of any changes through Canvas or email.

Course Description: As data about individuals, organizations, and governments become increasingly available, social data analytics are transforming the way we think about the economy, politics and society. This course will teach skills necessary to navigate the world of social data. We will learn basic principles of coding through the lens of popular social science data analytics softwares Excel, Stata, and R. While learning coding fundamentals, we will shed light on big social science questions and grapple with larger societal questions that the era of a society governed by data presents us.

Course Objectives:

At the completion of this course, students will be able to:

1. Understand the logic behind research design.
2. Demonstrate competency in the manipulation and analysis of data sets using Excel, Stata, and R.
3. Employ research design and data analysis skills to better understand political, economic, and social relationships.

Course Format: In response to the ongoing Covid-19 pandemic this course will be held entirely remotely. Lectures will be held on Mondays and Wednesdays. Lectures will be delivered over Zoom and recorded for asynchronous consumption. You do not need to attend

lecture to participate in the course, but are encouraged to in order to ask questions.

Friday meetings will consist of a lab session for hands-on practice. Each lab will involve completing an Excel workbook, Stata Do-file, or R script. During virtual lab sessions, students will be assigned to “breakout rooms” in small groups with whom they may collaborate on completing the lab exercises. While lab participation is part of your grade, if you are unable to attend an alternative assignment will be provided. If you attend lab each week you do not need to turn in any lab materials.

Finally, a Piazza online discussion forum will be maintained for all students. Piazza is a question-and-answer platform that supports code formatting, embedding images, attaching files, and customized email frequencies. Be sure to use Piazza (instead of emailing the instructional team) when asking questions about course content. A question that you may have can be useful for another student. If you want to remain anonymous, you can hide your name from other students on Piazza. Please do NOT share code that would give away a solution to a homework assignment that has not yet been graded. You may join the Piazza page for our course directly from the below address (there are also free Piazza apps on various platforms): <https://piazza.com/ucsd/winter2021/econpoli5d>.

Grading:

Final Grades will be calculated with the following weights:

Lab Participation	10%
Quizzes	10%
Homework Assignments	40%
Final Project	40%

Note: No extra credit will be offered in this course.

Letter Grade Distribution:

≥ 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	60.00 - 66.99	D
80.00 - 82.99	B-	≤ 59.99	F
77.00 - 79.99	C+		

Course Policies:

• General

- Quizzes are closed book, closed notes.
- Late assignments will not be accepted without a legitimate, documented excuse.
- **No makeup quizzes or assignments will be given.**

• Assignments and Evaluations

- Quizzes: Students will take five short quizzes on Canvas. Quiz questions will be drawn randomly from a larger bank of questions, which will allow you to take any

single quiz multiple times – as many times as you would like – so long as you complete it before the due date. Quizzes will be graded automatically, and only the highest grade on each quiz will be used to calculate final grades.

- Homework Assignments: Three problem sets will be given throughout the quarter. Problem sets will contain analytic, computational, and data analysis questions. Each problem set will be counted equally toward the calculation of the final grade. All homework assignments will be submitted via the Gradescope tab on Canvas. If this is your first time using Gradescope, please watch [this video](#) and budget enough time to familiarize yourself with the user interface.
- Final Project: Students will complete an independent project that demonstrates mastery of the material taught during the quarter. The project will be due on Friday, March 19th at 11:00 AM PST, but updates will be due throughout the quarter with homework submissions. Every student must schedule a one-on-one meeting with the instructor (i.e. me) during week 9 for a check-in about the state of their project. Additional details will be posted on the course website.

• Important Due Dates

- If you do not attend lab, then weekly lab due Sundays at 11:59 PM PST.
- Quizzes are due Fridays at 11:59 PM PST.
- Homework 1 (Excel) due Tuesday January 19th at 11:59 PM PST.
- Homework 2 (Stata) due Tuesday February 9th at 11:59 PM PST.
- Homework 3 (R) due Tuesday March 3rd at 11:59 PM PST.
- Final Project due Friday, March 19th at 11:00 AM PST.

• Grades

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.
- If you are dissatisfied with a grade, you may contest your grade by writing a one-page memo within one week of receiving your grade. This memo should describe both what you believe to be the grading error, as well as the grade you feel you deserve. Note that regrade requests should be to correct an error in grading, not to negotiate for a higher grade. Email your grade appeal memo directly to me and I will typically reply within 48 hours.

• Required Labs

- Every Friday at 10:00 AM PST we will have labs on Zoom to help you learn Excel, Stata, and R. To earn credit for participating in a lab students only have to show up. If you do not show up to a lab, however, you can still earn credit for that lab by submitting a lab assignment due the Sunday following the lab. Make up assignments will be graded on a Pass/No Pass basis.

- **Technology and Software**

- In this course we will use three statistical software programs commonly used by social scientists: Excel, Stata, and R. Excel and Stata both require licenses that are available for free to UCSD students. R is an open-source software and free to everyone. Instructions on how to install the three software packages will be posted on Canvas

- **Additional Course Materials**

- Here is a list of additional course materials that students may find useful. In particular, since we will be using three different software programs in this course (Excel, R, and Stata), I recommend students get in the practice of relying on internet sources as a troubleshooting first step.
 - * Principles of coding: videos and exercises from the Hour of Code: <https://code.org/learn>
 - * Excel Easy Tutorial: <http://www.excel-easy.com>
 - * Princeton Stata Tutorial: <http://data.princeton.edu/stata>
 - * Princeton R Tutorial: <http://data.princeton.edu/R>
 - * UCLA Stata Resources: <https://stats.idre.ucla.edu/stata/>
 - * UCLA R Resources: <https://stats.idre.ucla.edu/r/>
 - * Optional Textbook: Imai, Koisuke. 2018. *A First Course in Quantitative Social Science*. Princeton, NJ: Princeton University Press.

University Policies:

- **Academic Integrity:** I expect all students to uphold the principles of academic integrity throughout the course. Lying, cheating, plagiarism, and other forms of academic dishonesty will not be tolerated under any circumstances. All academic integrity violations will be reported to the Academic Integrity Office and result in sanctions. You can read more about the university's academic integrity policies at <https://academicintegrity.ucsd.edu>.
- **Accessibility & Accommodations:** Students requiring special accommodations may request them through the Office for Students with Disabilities. Please inform me of any accommodations with the proper documentation as soon as possible. More information is available online at <https://osd.ucsd.edu>.
- **Inclusion & Basic Needs:** We are committed to creating a learning environment that supports diversity of thought, perspective, experience, and identity. Harassment of any form will not be tolerated. Any speech or act that is blatantly or implicitly discriminatory, intimidating, or predatory will be reported to the [Office of Student Conduct](#) and/or the [UCSD Office for the Prevention of Harassment and Discrimination](#).

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact the [UCSD Basic Needs Center](#) or the [Triton Food Pantry](#).

Course Outline: This schedule is subject to change. All changes will be announced on canvas.

Week	Content
	Excel
Week 1	<ul style="list-style-type: none"> • Discuss content of course and how data can be used to address important social problems. • Begin introducing research design concepts. • Introduce Excel: spreadsheets, types of variables, and functions.
Week 2	<ul style="list-style-type: none"> • Introduce sampling and representative populations. • More complicated Excel functions. • Constructing graphics in Excel. • Homework 1 assigned, Quiz 1 due.
	Stata
Week 3	<ul style="list-style-type: none"> • Finish work in Excel. • Introduce Stata and using its interface. • Writing, saving and editing Stata files (including .do and .dta files). • Basic functions and data manipulation in Stata. • Homework 1 due.
Week 4	<ul style="list-style-type: none"> • Continue introducing functions and data manipulation in Stata. • Constructing plots and graphics in Stata. • Start hypothesis testing. • Quiz 2 due.
Week 5	<ul style="list-style-type: none"> • Introduce regression analysis using Stata. • Plotting lines of best fit in Stata. • Homework 2 assigned, Quiz 3 due.
Week 6	<ul style="list-style-type: none"> • Advanced data manipulation/wrangling in Stata. • Managing multiple datasets. • Begin introducing R. • Homework 2 due.
	R
Week 7	<ul style="list-style-type: none"> • Introduction to R, RStudio, Scripts, and R files. • Downloading packages. • Logic and R. • Quiz 4 due.
Week 8	<ul style="list-style-type: none"> • Introduction to making plots and graphics in R. • Introduce the package “dplyr” and data manipulation in R. • Homework 3 assigned, Quiz 5 due.
Week 9	<ul style="list-style-type: none"> • Automating code using loops. • R coding best practices. • Introduction to regression analysis in R. • Homework 3 due.
Week 10	<ul style="list-style-type: none"> • Writing your own functions in R. • Concluding thoughts and discussion on the frontier of data analysis in the social sciences.



Poli 125B

The Politics of Food in a Global Economy

Monday/Wednesday, 2:00-4:50 PM

Instructor: Brian Engelsma

Email: BEngelsma@ucsd.edu

Course Website: <https://coursefinder.ucsd.edu/>

Office Hours: By appointment.

This syllabus is subject to change. Students will be notified of any changes through Canvas or email.

Course Description: This course explores emerging issues in the production and consumption of food in a global economy. On the production side, we discuss issues such as famine, overproduction of commercial crops, and sustainability. On the consumption side, we explore issues such as fair trade, ethical consumption, and public health consequences (such as obesity). Then we discuss the roles of governments, international organizations, and communities to address these issues.

Class Texts: There are no required textbooks. All class readings will be made available through Canvas. Please complete all assigned readings before the class in which they are assigned. There will be three reading quizzes throughout the quarter, described in greater detail below. You are not responsible for readings labeled optional, and they will not be included on any quizzes or exams.

Course Objectives:

At the completion of this course, students will be able to:

1. Assess the role of agricultural production in the formation of political institutions.
2. Identify political institutions governing and regulating agricultural production.
3. Discuss collective action problems facing agricultural producers, and several potential solutions.
4. Understand how agricultural production influences conflict.
5. Explain how famines, droughts, and technological changes affect elections and other political outcomes.
6. Describe the role of free trade and fair trade in global agriculture markets.
7. Consider how agricultural production and consumption influences the policy making process.
8. Research food policy in a country of their choice.

Grading:

Final Grades will be calculated with the following weights:

Reading Quizzes	30%
Midterm Exam	30%
Research Project	
Research Presentation	10%
Research Paper	30%

Note: No extra credit will be offered in this course.

Letter Grade Distribution:

≥ 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	60.00 - 66.99	D
80.00 - 82.99	B-	≤ 59.99	F
77.00 - 79.99	C+		

Course Policies:

• General

- Quizzes and exams are closed book, closed notes.
- Late assignments will not be accepted without a legitimate, documented excuse. Please inform me as soon as possible if you anticipate needing any accommodations.
- **No makeup quizzes or exams will be given.**

• Assignments and Evaluations

- Reading Quizzes: Three reading quizzes will be given throughout the course. Quizzes will be a mixture of multiple choice and true false, and will not be cumulative. Quizzes will be done through Canvas.
- Mid-term Exam: There will be a mid-term exam on July 18th. It will be a closed book exam conducted on Canvas. The exam will consist of multiple choice questions, definitions, and short answers.
- Research Project: Students will prepare a research project during the course. Students will select a country they are interested in, and research some aspect(s) of food politics in their selected country. The research project will consist of two parts: a presentation and a country case report. I suggest students begin thinking about this project early during the course and discuss potential cases with me.
 - * Research Presentation: Students should prepare and present a roughly five minute presentation based on their country report, to be recorded before the final exam period and posted to Canvas.
 - * Country Report: In place of a final exam, students will write a 5-7 page country report, to be turned in during the final exam period.

- **Grades**

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.
- If you are dissatisfied with a grade, you may contest your grade by writing a one-page memo within one week of receiving your grade. This memo should describe both what you believe to be the grading error, as well as the grade you feel you deserve. Note that regrade requests should be to correct an error in grading, not to negotiate for a higher grade.

University Policies:

- **Academic Integrity:** I expect all students to uphold the principles of academic integrity throughout the course. Lying, cheating, plagiarism, and other forms of academic dishonesty will not be tolerated under any circumstances. All academic integrity violations will be reported to the Academic Integrity Office and result in sanctions. You can read more about the university's academic integrity policies at <https://academicintegrity.ucsd.edu>.

- **Accessibility & Accommodations:** Students requiring special accommodations may request them through the Office for Students with Disabilities. Please inform me of any accommodations with the proper documentation as soon as possible, and no later than one week before the mid-term exam. More information is available online at <https://osd.ucsd.edu>.

If at any point in the quarter your personal circumstances make it difficult for you to keep up with the course, please let me know as soon as possible so I can make sure to provide you with whatever support and accommodations you may need.

- **Inclusion & Basic Needs:** I am committed to creating a learning environment that supports diversity of thought, perspective, experience, and identity. To that end, half of all course texts have at least one author from a group underrepresented in academia. Harassment of any form will not be tolerated. Any speech or act that is blatantly or implicitly discriminatory, intimidating, or predatory will be reported to the [Office of Student Conduct](#) and/or the [UCSD Office for the Prevention of Harassment and Discrimination](#).

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact the [UCSD Basic Needs Center](#) or the [Triton Food Pantry](#).

Course Outline:

Any changes to this outline will be announced on Canvas.

Class	Content
Unit 1: Agricultural Production and the State	
Class 1: June 27th	<ul style="list-style-type: none"> • Course Introduction • Food and Politics <ol style="list-style-type: none"> 1. SKIM: Bates, Robert H. and William P. Rogerson. 1980. "Agriculture in Development: A Coalitional Analysis." <i>Public Choice</i>. 35(5):513-527. Link 2. Conway, Gordon. 2012. <i>One Billion Hungry: Can We Feed the World?</i>. Ithaca, NY: Cornell University Press. Chapter 4. 3. Mann, Charles C. 2019. <i>The Wizard and the Prophet</i>. New York, NY: Vintage Press. Pages 39-40. 4. Thurow, Roger. 2012. <i>The Last Hunger Season: A Year in an African Community on the Brink of Change</i>. New York, NY: Public Affairs. Chapter 1.
Class 2: June 29th	<ul style="list-style-type: none"> • The Original Affluent Society? <ol style="list-style-type: none"> 1. Sahlins, Marshall. 1974. <i>Stone Age Economics</i>. London, U.K.: Routledge. Chapter 1. 2. Suzman, James. 2017. <i>Affluence without Abundance: The Disappearing World of the Bushmen</i>. New York, NY: Bloomsbury. Chapters 1, 8 and 15. 3. Optional: Watch Ragusea, Adam. <i>How people first boiled food</i>. Youtube. Link. • Peasant Communities <ol style="list-style-type: none"> 1. Migdal, Joel S. 1988. <i>Strong Societies and Weak States</i>. Princeton, NJ: Princeton University Press. Chapter 1. 2. Popkin, Samuel L. 1979. <i>The Rational Peasant: The Political Economy of Rural Society in Vietnam</i>. Berkeley, CA: University of California Press. Chapter 2. 3. Scott, James C. 1976. <i>The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia</i>. New Haven, CT: Yale University Press. Chapter 1. 4. Optional: Hill, Polly. 1970. <i>Studies in Rural Capitalism in West Africa</i>. Cambridge, U.K.: Cambridge University Press. Chapter 1.
Class 3: July 4th	<ul style="list-style-type: none"> • No class, Independence Day Holiday
Class 4: July 6th	<ul style="list-style-type: none"> • Agriculture and the Foundation of the State <ol style="list-style-type: none"> 1. Diamond, Jared. 1997. <i>Guns, Germs, and Steel: The Fates of Human Societies</i>. New York, NY: W.W. Norton. Chapters 4, 5, 6, 7, and 14. 2. Scott, James C. 2017. <i>Against the Grain: A Deep History of the Earliest States</i>. New Haven, CT: Yale University Press. Introduction; Chapters 4 and 6. • Experiments in Agriculture - Researching Food <ol style="list-style-type: none"> 1. Gerber, Alan S., and Donald P. Green. 2012. <i>Field Experiments: Design, Analysis, and Interpretation</i>. New York, NY: W.W. Norton. Ch. 1. 2. Goldstein, Markus et al. 2018. "Formalization without certification? Experimental evidence on property rights and investment." <i>Journal of Development Economics</i>. 132:57-74. Link 3. Mann, Charles C. 2019. <i>The Wizard and the Prophet</i>. New York, NY: Vintage Press. Pages 121-143. 4. Optional: Duflo, Esther, Michael Kremer, and Jonathan Robinson. 2011. "Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya." <i>American Economic Review</i>. 101(6):2350-2390. Link 5. Optional: Watch Ragusea, Adam. <i>Why Pizza Steels Beat Pizza Stones (Yes, They Do)</i>. Youtube. Link. • READING QUIZ

Class	Content
	Unit 2: Producers
Class 5: July 11th	<ul style="list-style-type: none"> • Collective Action, Common Pool Resources, and Governing the Commons <ol style="list-style-type: none"> 1. Olson, Mancur. 1965. <i>The Logic of Collective Action: Public Goods and the Theory of Groups</i>. Cambridge, MA: Harvard University Press. Chapter 1. 2. Ostrom, Elinor. 1990. <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. Cambridge, U.K.: Cambridge University Press. Chapters 3 and 5. 3. Optional: Watch “Cod is Dead,” <i>Rotten</i>. Netflix, 2018. • Governing World Markets <ol style="list-style-type: none"> 1. Bates, Robert H. 1999. <i>Open-Economy Politics: The Political Economy of the World Coffee Trade</i>. Princeton, NJ: Princeton University Press. Chapters 4 and 5. 2. Pendergrast, Mark. 2010. <i>Uncommon Grounds: The History of Coffee and How it Transformed Our World</i>. New York, NY: Basic Books. Pages 248-255; 268-271. 3. Raynolds, Laura T. 2003. “The Global Banana Trade,” in <i>Banana Wars: Power, Production, and History in the Americas</i> edited by Steve Striffler and Mark Moberg. Durham, NC: Duke University Press. Pages 23-47. 4. Optional: Watch <i>When Banana Ruled</i>. Directed by Mathilde Damoiseil. Available on Amazon Prime.
Class 6: July 13th	<ul style="list-style-type: none"> • Producers and Political Institutions <ol style="list-style-type: none"> 1. Kasara, Kimuli. 2007. “Tax Me If You Can: Ethnic Geography, Democracy, and the Taxation of Agriculture in Africa.” <i>American Political Science Review</i> 101(1):159-172. Link 2. Rickard, Stephanie. 2018. <i>Spending to Win: Political Institutions, Economic Geography, and Government Subsidies</i>. Cambridge, UK: Cambridge University Press. 39-53; Ch. 5. 3. Sukhtankar, Sandip. 2012. “Sweetening the Deal? Political Connections and Sugar Mills in India.” <i>American Economic Journal: Applied Economics</i> 4(3):43-63. Link 4. Optional: Rogowski, Ronald and Mark Andreas Kayser. 2002. “Majoritarian Electoral Systems and Consumer Power: Price-Level Evidence from the OECD Countries.” <i>American Journal of Political Science</i> 46(3): 526-539. Link • The Green Revolution <ol style="list-style-type: none"> 1. Dasgupta, Aditya. 2018. “Technological Change and Political Turnover: The Democratizing Effects of the Green Revolution in India.” <i>American Political Science Review</i> 112(4):918-938. Link 2. Dawson, Neil, Adrian Martin, and Thomas Sikor. 2016. “Green Revolution in Sub-Saharan Africa: Implications of Imposed Innovation for the Wellbeing of Rural Smallholders”. <i>World Development</i>. 78:204-218. Link 3. Mann, Charles C. 2019. <i>The Wizard and the Prophet</i>. New York, NY: Vintage Press. Pages 143-155; 188-200. 4. Optional: Watch Ragusea, Adam. <i>Problems with the Green Revolution</i> Youtube. Link. • READING QUIZ
Class 7: July 18th	<ul style="list-style-type: none"> • MIDTERM EXAM

Class	Content
Class 8: July 20th	<ul style="list-style-type: none"> • Land Politics <ol style="list-style-type: none"> 1. Baland, Jean-Marie, and James A. Robinson. 2012. “The Political Value of Land: Political Reform and Land Prices in Chile.” <i>American Journal of Political Science</i> 56(3):601-619. Link 2. Banerjee, Abhijit, and Lakshmi Iyer. 2005. “History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India.” <i>The American Economic Review</i> 95(4):1190-1213. Link 3. Boone, Catherine. 2014. <i>Property and Political Order in Africa: Land Rights and the Structure of Politics</i>. Cambridge, UK: Cambridge University Press. Chapter 2. 4. Optional: Onoma, Ato Kwamena. 2010. <i>The Politics of Property Rights Institutions in Africa</i>. Cambridge, UK: Cambridge University Press. Chapter 2. • Food (In)security - Agriculture and Conflict <ol style="list-style-type: none"> 1. Koren, Ore. 2018 “Food Abundance and Violent Conflict in Africa.” <i>American Journal of Agricultural Economics</i> 100(4):981-1006. Link 2. Rezaeedyakenari, Babak, Steven T. Landis, and Cameron G. Thies. 2020. “Food price volatilities and civilian victimization in Africa.” <i>Conflict Management and Peace Science</i> 37(2)193-214. Link 3. Optional: Watch “The Avocado War,” <i>Rotten</i>. Netflix, 2019.
	Unit 3: Consumers
Class 9: July 25th	<ul style="list-style-type: none"> • Hunger, Famine, and Political Stability <ol style="list-style-type: none"> 1. Conway, Gordon. 2012. <i>One Billion Hungry: Can We Feed the World?</i>. Ithaca, NY: Cornell University Press. Chapter 2. 2. Thomson, Henry. 2019. <i>Food and Power</i>. Cambridge, UK: Cambridge University Press. 27-41; Ch. 4. 3. Sen, Amartya. 1999. <i>Development as Freedom</i>. New York, NY: Anchor Books. Chapters 1, 7, and 9. 4. Optional: Devereux, Stephen. 2016. “Social protection for enhanced food security in sub-Saharan Africa.” <i>Food Policy</i>. 60:52-62. Link • Public Health Consequences of Food Policy <ol style="list-style-type: none"> 1. Cutler, David M. Edward L. Glaeser and Jesse M. Shapiro. 2003. “Why Have Americans Become More Obese?” <i>Journal of Economic Perspectives</i>. 17(3): 93-118. Link 2. Popkin, Barry M. and Penny Gordon-Larsen. 2004. “The nutrition transition: worldwide obesity dynamics and their determinants.” <i>International Journal of Obesity</i>. 28:S2-S9. Link 3. Spiroux de Vendômois et al. 2010. “Debate on GMOs Health Risks after Statistical Findings in Regulatory Tests.” <i>International Journal of Biological Sciences</i>. 6(6):590-598. Link 4. Optional: Watch Ragusea, Adam. <i>How flash-freezing preserves food quality</i>. Youtube. Link.

Class	Content
Class 10: July 27th	<ul style="list-style-type: none"> • Free and Fair Trade <ol style="list-style-type: none"> 1. Ehrlich, Sean D. 2010. “The Fair Trade Challenge to Embedded Liberalism”. <i>International Studies Quarterly</i>. 54(4):1013-1033. Link 2. Hainmueller, Jens, Michael J. Hiscox and Sandra Sequeira. 2015. “Consumer Demand for Fair Trade: Evidence from a Multistore Field Experiment.” <i>Review of Economics and Statistics</i>. 97(2): 242-256. Link 3. Naoi, Megumi and Ikuo Kume. 2011. “Explaining Mass Support for Agricultural Protectionism: Evidence from a Survey Experiment During the Global Recession.” <i>International Organization</i>. 65(4):771-795. Link 4. Optional: Watch “Bitter Chocolate,” <i>Rotten</i>. Netflix, 2019. • Sustainability and Glocal Consumption <ol style="list-style-type: none"> 1. Carpio, Carlos E. and Olga Isengildina-Massa. 2009. “Consumer willingness to pay for locally grown products: the case of South Carolina.” <i>Agribusiness</i> 25(3):412-426. Link 2. Feldmann, Corinna and Ulrich Hamm. 2015. “Consumers perceptions and preferences for local food: A review.” <i>Food Quality and Preference</i>. 40(A): 152-164. Link 3. Grunert, Klaus G., Sophie Hieke, Josephine Willis. 2014. “Sustainability labels on food products: Consumer motivation, understanding and use.” <i>Food Policy</i>. 44:177-189. Link 4. Optional: Vermeir, Iris and Wim Verbeke. 2006. “Sustainable Food Consumption: Exploring the Consumer ‘Attitude-Behavioral Intention’ Gap.” <i>Journal of Agricultural and Environmental Ethics</i>. 19:169-194. Link • READING QUIZ
Finals: July 29th	<ul style="list-style-type: none"> • Research Presentations, Turn in Papers