

Fall Term 2024

**Political Science 375
Graduate Student Instructor Training Seminar
Fridays, 10:00am-11:59am
202 Social Sciences Building**

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Overview

This course introduces first-time Graduate Student Instructors (GSIs) to college-level teaching. It provides an overview of core responsibilities and guidance for overcoming the pedagogical hurdles of undergraduate teaching. It also fulfills a formal University of California requirement. The chief goal of the course is to help you successfully manage the challenges of first-time teaching.

The course also looks beyond your immediate responsibilities as GSIs to help you imagine teaching as a vocation. Some of you will go on to become college professors and this course is an opportunity to reflect on what kind of teachers you will become. Mastery of teaching is also an important requirement for academic success and the course provides guidance for designing your own courses and teaching portfolios. For those of you who do not intend to follow an academic track, think of the course as an opportunity to develop teaching skills that are transferable to other professional situations, such as leading teams, public speaking, and training.

Toward these ends, the course has **four learning objectives**: (1) to support your first semester of teaching by providing fundamental information about pedagogy and a forum for brainstorming about challenges and opportunities; (2) to provide you with some basic ideas and tools for how to approach student learning and classroom management; (3) to encourage you to develop an appreciation, perhaps even a passion, for teaching well; and (4) to give you an opportunity to think about how you would design your own course and teaching portfolio.

Note that the GSI Teaching & Resource Center offers a Teaching Certificate that may be of interest to you. Taking this course is one of the requirements for the Certificate. For details, see <https://gsi.berkeley.edu/programs-services/certificate-program/certificate-requirements/>

Course Requirements

Academic performance will be evaluated on the S/U scale based on the following criteria:

1. Regular attendance and participation throughout the semester
2. Submission of a sample lesson plan and discussion questions (**September 6**)
3. Observation a section led by an experienced GSI and the posting of a short memo about what you learned (**September 27**)
4. Submission of a draft mid-term course evaluation (**October 4**)
5. Share your perspective with the class on a professional pedagogy article (**November 8**)
5. Submission of a draft syllabus for your own course (**November 15**)

We will work on your sample lesson plans, observation memos, draft mid-term course evaluations and draft syllabi in class. **You should submit your final products on the bCourse site** (under <Assignments>).

Access to Readings: Readings will either be provided on our bCourses site (under >Files>Course Readings) or you should follow the links provided below.

Syllabus

Pre-Term: Preparing to be a GSI

Questions

Have you been in contact with the professor about the course plan?

Have you reviewed the syllabus?

Do you know your responsibilities in the course?

Have you completed the required GSI Professional Standards and Ethics in Teaching online course?

Do you understand the instructional technology (e.g., bCourses) that will be used in the course?

Video (if you're looking for inspiration for your first meeting)

•How to Master the First Day of Instruction as a Teaching Assistant (11 minutes),

<https://www.youtube.com/watch?v=kKh4DY2tNUc>

•Mary Louise Roberts, "How to Have a Good Discussion Section," (51 minutes; the section between 7:38 and 17:10 offers some good advice on setting the tone during your first meeting),

<https://www.youtube.com/watch?v=wrDoE8xQaMo>

Reading

•Review the GSI Pre-semester Preparation Guide:

[Pre-Semester Preparation | GSI Teaching & Resource Center \(berkeley.edu\)](#)

Assignment

Complete the online course on Professional Standards and Ethics for GSI:

<https://gsi.berkeley.edu/programs-services/ethics-course/>

August 30: The Nuts and Bolts of Running a Section

Guest participants: Erin Blanton, Efrat Cidon and Isabella Montini

Questions

How should I set expectations with students?
How do I manage section enrollment?
How do I add and drop students from section?
How do I set up office hours?
How can I be an effective time manager?

Reading

•Webb, Derek A. 2005. "Twelve Easy Steps to Becoming an Effective Teaching Assistant." *PS: Political Science & Politics* 38, 4: 757-761.

Additional Resources

- GSI Teaching and Resource Center, "Plan the First Day's Session," <https://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/first-day-plan/>
- Eberly Center for Teaching Excellence, "Collected Wisdom: Strategies and Resources from TAs for TAs," Carnegie Mellon University (broad overview of advice for the first-time TA).
- Luo, J., Bellows, L., & Grady, M. (2000). Classroom management issues for teaching assistants. *Research in Higher Education*, 41, 353-383.
- Sarah McDonald, "Time Management Strategies, GSI Teaching & Learning Center, <https://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/time-mgmt-strategies/>
- GSI Teaching Gallery (short videos from GSIs that might give you a sense of how to get your section started), <https://gsi.berkeley.edu/gsi-online-library/teaching-gallery/>

September 6: How to Lead a Discussion Session

Questions

What is my teaching "persona"?
How do I organize discussion?
How do I encourage participation?
How do I manage questions and answers?
How do I foster reading?

Video (in class)

- "Introduction to Rawls: A Theory of Justice," (16 minutes)
<https://www.youtube.com/watch?v=n6k08C699zI>
- Jane Mansbridge, "Designing Focused Discussions for Relevance and Transfer of Knowledge," https://instructionalmoves.gse.harvard.edu/designing-focused-discussions-relevance-and-transfer-knowledge?admin_panel=1 (5 minutes)

- Jane Mansbridge, “Framing Discussion as a Three-Way Conversation,” https://instructionalmoves.gse.harvard.edu/framing-discussion-three-way-conversation?admin_panel=1 (4 minutes)

Reading

- Jay Howard, “How to Hold a Better Class Discussion,” <https://www-chronicle-com.libproxy.berkeley.edu/article/how-to-hold-a-better-class-discussion/>
<https://gsi.berkeley.edu/gsi-online-library/teaching-gallery/>

Additional Resources

- Teaching Guide for GSIs*: “Teaching Discussion Sections,” 1-31
- Maria Duena. “How to Teach Engaging Discussion Sections as a Teaching Assistant,” Get a Life, PhD Blog Post, <http://getalifephd.blogspot.com/2021/02/how-to-teach-engaging-discussion.html>
- Cashin, W. E. (2011). Effective classroom discussions. IDEA Paper number 49, https://www.ideaedu.org/idea_papers/effective-classroom-discussions/
- Davis, Barbara Gross. 2009. Part III: Discussion Strategies. *Tools for Teaching*, Second Edition. Pages 95-131.
- University of Michigan, Center for Research on Learning & Teaching, “Strategies for Effective Lesson Planning,” https://crlt.umich.edu/gsis/p2_5
- Bryan Brandon, “How to Lead a Class Discussion,” (4 minutes), <https://www.youtube.com/watch?v=kp6Bt3PyNVs>

Assignment

Prepare a sample lesson plan and discussion questions (we will work on this in class).

September 13: Learn how your Students Learn

Questions

- How can the science of learning help us become better teachers?
- What are some basic strategies for improving student learning?
- What is “active learning”?
- What motivates students to learn?
- How can I present course materials in ways that enhance learning?

Video (in class)

- Bunge, Sylvia, “The Science of Learning: An Overview for GSI’s,” (29 minutes), in Faculty Talks on Teaching for GSIs, <https://gsi.berkeley.edu/gsi-online-library/faculty-videos/>

Reading

- Ambrose, Susan et al. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass, 1-9.

Additional Resources

- Veronica Herrera, Teaching Effectiveness Award Essay, “Reversing Roles: How would your Students Devise a Section Lesson Plan?”

September 20: Fostering Diversity and Inclusion in the Classroom

Questions

- What types of biases and stereotypes can reduce the inclusiveness of teaching?
- What are micro-aggressions and how can I avoid them?
- How can I use language in the classroom to acknowledge diversity and foster inclusiveness?
- How shall I handle pedagogical situations that arise because English is not a student’s first language?
- How should I accommodate students with disabilities?

Reading

- Viji Sathy and Kelly A. Hogan. “How to make your teaching more inclusive: Advice Guide,” https://www-chronicle-com.libproxy.berkeley.edu/article/how-to-make-your-teaching-more-inclusive/?sra=true&cid=gen_sign_in

Additional Resources

- Berkeley Center for Teaching and Learning, “Advancing Equity & Inclusion,” <https://teaching.berkeley.edu/teaching-guides-resources/advancing-equity-and-inclusion>
- Davis, Barbara Gross. 2009. Part II: Responding to a Changing Student Body. *Tools for Teaching*, Second Edition, 55-94.
- Frank Harris III and J. Luke Wood. “How to respond to micro-aggressions when they occur,” <https://www.diverseeducation.com/opinion/article/15106837/how-to-respond-to-racial-microaggressions-when-they-occur>
- Katherine Robertson and Timothy Smith. “For Those Who Need it Most: Using Active Inclusivity to Increase Office Hour Attendance and Extracurricular Activities,” <https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/for-those-who-need-it-most-using-active-inclusivity-to-increase-office-hour-attendance-and-extracurricular-activities/>
- Phoebe S. Lin, and Lynne N. Kennette, “Using Inclusive Teaching Strategies to Promote Greater Success Among Minority Students,” <https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/using-inclusive-teaching-strategies-to-promote-greater-success-among-minority-students/>

September 27: Honing Your Skills at Engaging Students

Questions

- How can I stimulate livelier discussions?
- What techniques can I use to encourage “collaborative learning”?
- How can we use discussions to foster critical thinking?
- How do I handle challenging moments in the classroom?

Video (in class)

John Mearsheimer, “Structural Realism: International Relations,” (10 minutes)

(<https://www.youtube.com/watch?v=RXIIDh6rD18>)

Todd Rakove, “Asking Questions that Probe for Deeper Understanding,” (5 minutes),

https://instructionalmoves.gse.harvard.edu/asking-questions-probe-deeper-understanding?admin_panel=1

Todd Rakove, “Getting Students Thinking and Engaging Through Small-Group Discussions (5 minutes), https://instructionalmoves.gse.harvard.edu/getting-students-thinking-and-engaging-through-small-group-discussion?admin_panel=1

Reading

•Brandon Cline. “Asking Effective Questions,” The Chicago Center for Teaching and Learning,”

<https://teaching.uchicago.edu/node/47>

Additional Resources

•GSI Teaching and Resource Center, “Encouraging Participation,” <https://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/participation/>

•Ravit Dotan, Teaching Effectiveness Award Essay: “How to Increase Participation in Discussion Section,” <https://gsi.berkeley.edu/how-to-increase-participation-in-section/>

•Ishiyama, J. (2013). Frequently used active learning techniques and their impact: A critical review of existing journal literature in the United States. *European Political Science*, 12(1), 116-126.

•Marks, M. P. (2008). Fostering scholarly discussion and critical thinking in the political science classroom. *Journal of Political Science Education*, 4(2), 205-224.

•Pace, D. (2003). Controlled fission: Teaching supercharged subjects. *College Teaching*, 51(2), 42-45.

•Suzanne Scoggins, Teaching Effectiveness Award Essay: “Encouraging Full Participation in Section,” <https://gsi.berkeley.edu/scogginss-2014/>

Assignment

Observe the section of an experienced GSI and post a short memo on bCourses on what you learned. Be prepared to briefly report back to class on what you learned.

October 4: How to Get Feedback to Improve Your Teaching

Questions

How do I evaluate my own teaching?

What are the different ways I can get feedback on my teaching?

What sorts of questions should I ask to get useful feedback?

The feedback is discordant: how do I draw inferences about how to improve?

How do I make mid-course corrections in teaching style or strategy?

How do I respond to feedback?

Video (in class)

GSI Kelly Corigliano, “Discussing Midterm Evaluations of the Class,”

<https://gsi.berkeley.edu/gsi-online-library/teaching-gallery/>

Reading

- Teaching Guide for GSIs: “Evaluating and Improving Your Teaching”* 1-14

Additional Resources

- Davis, Barbara Gross. 2009. Part X: Evaluation to Improve Teaching. *Tools for Teaching*, Second Edition. Pages 461-486.
- Marx, R. (2019). Soliciting and utilizing mid-semester feedback. Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/soliciting-and-utilizing-mid-semester-feedback/>

Assignment

Design a midterm evaluation for the section you are teaching (we will work on this in class today).

October 11: How to Design and Evaluate Course Assignments

Questions

- How can I survive grading without losing my mind?
- How do I use grading rubrics and manage my time while grading?
- How do I provide useful feedback to students?
- How do I help students learn from their mistakes?
- What is Bloom’s Taxonomy?

Reading

- Teaching Guide for GSIs: “Grading Student Work”

Additional Resources

- Davis, Barbara Gross. 2009. Part VIII: Testing and Grading. *Tools for Teaching*, Second Edition. Pages 343-430.
- Berkeley Center for Teaching and Learning, “Assessing Learning,” <https://teaching.berkeley.edu/teaching-guides/assessing-learning>
- Blair, A., Curtis, S., Goodwin, M., & Shields, S. (2013). What feedback do students want? *Politics*, 33(1), 66-79.

October 18: Academic Misconduct

Questions

- What is academic misconduct?
- How do I set clear expectations to prevent academic misconduct?
- When is plagiarism plagiarism?
- How can I design assignments and evaluations to discourage or prevent cheating?
- How do I proctor an exam?

Reading

- Teaching Guide for GSIs, “Academic Misconduct: Cheating, Plagiarism, and Other Forms,” 1-33.

October 25: No class

November 1: Pastoral Care and Conflict Management

Questions

- How can we support students who lack confidence or who have serious anxieties?
- How can we use office hours to address individual needs or concerns?
- How can we manage disputes with students about grades or other classroom topics?
- What do I do if a student is uncooperative, antagonistic or disrespectful?
- What do I do if a student is disrupting class discussions?

Readings

- Association of College and University Educators. *Creating a Culture of Caring*, 1-16.
- Ali Bond, Conflict Management: A Framework for GSIs,
<https://berkeley.app.box.com/s/4fw5i97dl3vfytfij10udurfmw4hbzbi>

November 8: Enriching your Teaching Strategies

Questions

- What types of teaching strategies or techniques would you like to use in your own course?
- What are the advantages and challenges of team projects?
- How can I use assignments to help students improve their writing?
- How can I link the course to contemporary events or issues?
- Can I use fictional materials (films, literature) to teach about real world issues?

Reading

- Read at least one article from the “Additional Readings: Teaching Strategies, Techniques and Issues” section at the end of this syllabus (**NB**: these articles are not included in the bCourse readings, so you must hunt them down yourselves) or find an analogous article that interests you.

Assignment

Be prepared to briefly share your perspective on the reading you have selected during class.

November 15: Designing your Own Course

Questions

- What are your learning objectives for the course?
- How will you engage students and motivate them to learn?
- How will you evaluate student performance?

What kinds of readings will you use and how will you encourage students to read them?
How can I represent diversity in my course syllabus?
Will you incorporate any specific learning strategies or techniques in your course (film, simulation, specific types of writing assignments, etc.?)

Reading

• Review the Berkeley Center for Teaching and Learning “Designing Your Course,”
<https://teaching.berkeley.edu/teaching-guides-resources/designing-your-course>

Assignment

Design a sample syllabus for your own course (we will work on this in class)

November 22: Job Market Preparation: The Teaching Portfolio

Questions

Why is it important to track my teaching experiences for future jobs?
What does a teaching portfolio look like?
How do I convey my teaching philosophy and style?
How much detail should I include?
What do I do if I received some negative student evaluations?

Reading

• *Teaching Guide for GSI's*, “Fostering your Professional Development” 1-22.

Note: to qualify for the Berkeley Teaching Certificate, you must submit a teaching portfolio. For details, see <https://gsi.berkeley.edu/programs-services/certificate-program/certificate-faq/#portfolio>

November 29: Holiday

December 6: Conclusion: Sharing our Semester Experiences

Additional Readings: Teaching Strategies, Techniques and Issues

Active Learning

Alves, E. E. C., Silva, A. P. M., & Barbosa, G. G. (2021). A framework for active learning in international relations: The case of the Challenge Game. *Journal of Political Science Education, 17*(1), 123-138.

Archer, C. C., & Miller, M. K. (2011). Prioritizing active learning: An exploration of gateway courses in political science. *PS: Political Science & Politics, 44*(2), 429-434.

Bromley, P. (2013). Active learning strategies for diverse learning styles: Simulations are only one method. *PS: Political Science & Politics, 46*(4), 818-822.

Careaga-Tagüenia, M., & Sanabria-Pulido, P. (2022). Use of active learning strategies in public affairs education: advances and lessons from the scholarship and the practice. *Teaching Public Administration, 40*(1), 95-119.

Dickovick, J. T. (2009). Methods in the madness: Integrative approaches to methodology in introductory comparative politics. *Journal of Political Science Education, 5*(2), 138-153.

Duchatelet, D., Bursens, P., Usherwood, S., & Oberle, M. (2020). Beyond descriptions and good practices: Empirical effects on students' learning outcomes of active learning environments in political science curricula. *European Political Science, 19*, 327-335.

Heffernan, A., Murphy, M. P., & Yearwood, D. (2022). Can active learning be asynchronous? Implementing online peer review assignments in undergraduate political science and international relations courses. *European Political Science, 21*(4), 537.

Hendrickson, P. (2021). Effect of active learning techniques on student excitement, interest, and self-efficacy. *Journal of Political Science Education, 17*(2), 311-325.

Ishiyama, J. (2013). Frequently used active learning techniques and their impact: A critical review of existing journal literature in the United States. *European Political Science, 12*(1), 116-126.

Occhipinti, J. D. (2003). Active and accountable: Teaching comparative politics using cooperative team learning. *PS: Political Science and Politics, 36*(1), 69-74.

Omelicheva, M. Y., & Avdeyeva, O. (2008). Teaching with lecture or debate? Testing the effectiveness of traditional versus active learning methods of instruction. *PS: Political Science & Politics, 41*(3), 603-607.

Oros, A. L. (2007). Let's debate: Active learning encourages student participation and critical thinking. *Journal of Political Science Education, 3*(3), 293-311.

Sjöstedt, R. (2015). Assessing a broad teaching approach: The impact of combining active learning methods on student performance in undergraduate peace and conflict studies. *Journal of Political Science Education*, 11(2), 204-220.

Kennedy, R., Forbush, E., Keegan, B., & Lazer, D. (2015). Turning introductory comparative politics and elections courses into social science research communities using Wikipedia: improving both teaching and research. *PS: Political Science & Politics*, 48(2), 378-384.

Valeriano, B. (2013). Teaching introduction to international politics with film. *Journal of Political Science Education*, 9(1), 52-72.

Shellman, S. M. (2001). Active learning in comparative politics: A mock German election and coalition-formation simulation. *PS: Political Science & Politics*, 34(4), 827-834.

Critical Thinking

Berdahl, L., Hoessler, C., Mulhall, S., & Matheson, K. (2021). Teaching Critical Thinking in Political Science: A Case Study. *Journal of Political Science Education*, 17(sup1), 910-925.

Butcher, C. (2022). Using in-class writing to promote critical thinking and application of course concepts. *Journal of Political Science Education*, 18(1), 3-21.

Fitzgerald, J., & Baird, V. A. (2011). Taking a step back: Teaching critical thinking by distinguishing appropriate types of evidence. *PS: Political Science & Politics*, 44(3), 619-624.

Fischer, M. (2018). Decoding sustainability in the healthcare system. Teaching students how to problematize complex concepts. *Journal on Innovation and Sustainability RISUS*, 9(3), 149-159.

Franklin, D., Weinberg, J., & Reifler, J. (2014). Teaching writing and critical thinking in large political science classes. *Journal of Political Science Education*, 10(2), 155-165.

Grussendorf, J., & Rogol, N. C. (2018). Reflections on critical thinking: Lessons from a quasi-experimental study. *Journal of Political Science Education*, 14(2), 151-166.

Marks, M. P. (2008). Fostering scholarly discussion and critical thinking in the political science classroom. *Journal of Political Science Education*, 4(2), 205-224.

Olsen, J., & Statham, A. (2005). Critical thinking in political science: Evidence from the introductory comparative politics course. *Journal of Political Science Education*, 1(3), 323-344.

Phillips, J. L. (2019). Making assignments count: The quest for critical thinking in undergraduate political theory essays. *Journal of Political Science Education*, 15(2), 142-160.

Rousseau, D. L., & van Gelder, T. (2024). Teaching Critical Thinking With Argument Mapping. *Journal of Political Science Education*, 1-17.

Velez, G., & Power, S. A. (2020). Teaching students how to think, not what to think: Pedagogy and political psychology. *Journal of Social and Political Psychology*, 8(1), 388-403.

Wells, D. D. (2018). You all made dank memes: Using internet memes to promote critical thinking. *Journal of Political Science Education*, 14(2), 240-248.

Wender, A. M., & D'Erman, V. J. (2021). A compass during the storm: offering students critical rigor for polarizing times. *PS: Political Science & Politics*, 54(4), 739-743.

Tao, Y., & Griffith, E. (2020). Making critical thinking skills training explicit, engaging, and effective through live debates on current political issues: A pilot pedagogical experiment. *PS: Political Science & Politics*, 53(1), 155-160.

Experiential Learning

Glover, R. W., Lewis, D. C., Meagher, R., & Owens, K. A. (2021). Advocating for engagement: do experiential learning courses boost civic engagement?. *Journal of Political Science Education*, 17(sup1), 599-615.

Falconer, T., & MacDonald, Z. (2020). Policy writing simulations: Pedagogy, learning objectives, and experiential learning in the Canadian history classroom. *Teaching History: A Journal of Methods*, 45(2), 18-41.

Forestal, J., & Finch, J. K. (2021). Teaching the town Hall: incorporating experiential learning in a large introductory lecture course. *Journal of Political Science Education*, 17(sup1), 116-129.

Kitchen, V. (2022). Using games and simulations to scaffold experiential learning in global politics. *Journal of Political Science Education*, 18(1), 119-137.

Rinfret, S. R., Angle, J., Scott, S., Ward, D., Yang, K., Copeland, E., ... & Hiatt, T. (2020). Experiential Learning Revisited: Lessons from a Student-Led Public Opinion Polling Class. *PS: Political Science & Politics*, 53(3), 542-546.

Improving Assessment and Assessment Feedback

Williams, H., & Smith, N. (2017). Feedback: critiquing practice, moving forward. *European Political Science*, 16, 159-178.

Blair, A., Curtis, S., Goodwin, M., & Shields, S. (2013). What feedback do students want? *Politics*, 33(1), 66-79.

Improving Class Discussion and Engagement

Abernathy, C., & Forestal, J. (2021). The use of debates in political science courses. *Journal of Political Science Education*, 17(3), 343-355.

Blair, A., Curtis, S., & McGinty, S. (2013). Is peer feedback an effective approach for creating dialogue in Politics?. *European Political Science*, 12(1), 102-115.

Damron, D., & Mott, J. (2005). Creating an interactive classroom: Enhancing student engagement and learning in political science courses. *Journal of Political Science Education*, 1(3), 367-383.

Glazier, R. A. (2014). Satire and efficacy in the political science classroom. *PS: Political Science & Politics*, 47(4), 867-872. Glazier, R. A. (2014). Satire and efficacy in the political science classroom. *PS: Political Science & Politics*, 47(4), 867-872.

Hassner, R. "Sliding Into Home Plate: How to Use Slideware to Improve Your Presentation," *PS: Political Science & Politics* 38, 3 (2005): 393-97.

Litfin, K. T. (2020). The contemplative pause: Insights for teaching politics in turbulent times. *Journal of Political Science Education*, 16(1), 57-66.

McMonagle, R. J., & Savitz, R. (2023). Active Learning: Beyond Structured Debates in Political Science Pedagogy. *Journal of Political Science Education*, 19(3), 355-370.

Oros, A. L. (2007). Let's debate: Active learning encourages student participation and critical thinking. *Journal of Political Science Education*, 3(3), 293-311.

Pollock, P. H., Hamann, K., & Wilson, B. M. (2011). Learning through discussions: Comparing the benefits of small-group and large-class settings. *Journal of Political Science Education*, 7(1), 48-64.

Tungohan, E., Levac, L., & Price, K. (2019). Introduction to dialogues section on socially engaged research and teaching in political science. *Politics, Groups, and Identities*. 8:1, 160-163.

Velasco, M., & Çavdar, G. (2013). Teaching large classes with clickers: Results from a teaching experiment in comparative politics. *PS: Political Science & Politics*, 46(4), 823-829.

Literature and Film

Engert, S., & Spencer, A. (2009). International relations at the movies: Teaching and learning about international politics through film. *Perspectives*, 83-103.

Haddad, K. (2005). What do you desire? What do you fear? Theorize it! Teaching Political Theory through Utopian Writing. *PS: Political Science & Politics*, 38(3), 399-405.

Iretzberger, M. (2021). Film and its unused potential for teaching international relations—Exploring new possibilities in a classroom experiment. *Journal of Political Science Education*, 17(sup1), 567-582.

James, P. (2021). Developing a course on security and intelligence with spy novels: an extension of the science education initiative into international relations. *Journal of Political Science Education*, 17(sup1), 527-544.

Lieberfeld, D. (2007). Teaching about war through film and literature. *PS: Political Science & Politics*, 40(3), 571-574.

Lobasz, J. K., & Valeriano, B. (2015). Teaching international relations with film and literature: Using non-traditional texts in the classroom. In *Handbook on teaching and learning in political science and international relations* (pp. 399-409). Edward Elgar Publishing.

Sanz, M. D. (2022). Films, world politics and the International Relations classroom: Learning to do a postcolonial analysis of "The Breadwinner". *Revista española de ciencia política*, (60), 85-113.

Trepanier, L. (2020). What can political science learn from literature?. *The Political Science Reviewer*, 44(1), 1-19.

Valeriano, B. (2013). Teaching introduction to international politics with film. *Journal of Political Science Education*, 9(1), 52-72.

Wilson, L. M. (2020). Pop Culture and Politics: Engaging Students in American Government through Art, Music, and Film. *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, 7(3), 63-74.

Woodcock, P. (2006). The polis of Springfield: The Simpsons and the teaching of political theory. *Politics*, 26(3), 192-199.

Miscellaneous

Culver, C. (2023). Learning as a peer assessor: evaluating peer-assessment strategies. *Assessment & Evaluation in Higher Education*, 48(5), 581-597.

Dionne, K. Y. (2023). Teaching Political Science using Design Thinking: Insights from “Contemporary African Politics” and “Elections around the World”. *Journal of Political Science Education*, 19(1), 16-33.

Ernst, H. R., & Ernst, T. L. (2005). The promise and pitfalls of differentiated instruction for undergraduate political science courses: Student and instructor impressions of an unconventional teaching strategy. *Journal of Political Science Education*, 1(1), 39-59.

Jozwiak, J. (2015). Helping students to succeed in general education political science courses? Online assignments and in-class activities. *International Journal of Teaching and Learning in Higher Education*, 27(3), 393-406.

McMahon, J. (2021). Producing political knowledge: Students as podcasters in the political science classroom. *Journal of Political Science Education*, 17(3), 448-457.

Newland, S. A., & Black, B. (2020). More than multiple choice: A toolbox for incorporating clickers into political science courses. *Journal of Political Science Education*, 16(2), 158-175.

Simulations, Role-playing and Games

Ahmadov, A. (2011). When great minds don't think alike: using mock trials in teaching political thought. *PS: Political Science & Politics*, 44(3), 625-628.

Asal, V., Willis, C., Linebarger, C., & Jahanbani, N. (2021). Teaching about Oppression and Rebellion: The "Peasants Are Revolting" Game. *PS: Political Science & Politics*, 54(2), 331-335.

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