

SHAFR Survey of Teaching – Part II Results

Below is an overview of the data collected by the SHAFR Committee on Teaching in Part II of the Survey on Teaching. In some cases, the information does not include data collected in the Survey's supplement. The raw data has been edited to omit information that exposes a respondent's identity. Otherwise, the responses have been left unedited.

Part II.

Section III C. How Courses are Taught: Use of In-Class Time

Respondents were asked to provide the percentage of time spent in class on six activities for each course they identified above. Naturally, such percentages varied according to the size and type of class taught.

Below are the percentages for each activity, across all course types and course sizes. The answers for each question were copied onto a spreadsheet and sorted in order to determine the median and quartile values (the values between the median and one end of the range). The last figure in the long row is the number of "zero" answers that respondents gave for the activity.

For example, for "professor's lecture" half the responses provided 50% or a lower figure, while half gave 50% or a higher figure; the percentages ranged from 0-95% (with no one claiming to lecture for 100% of the time); one-quarter of the responses were at 37.5% or below, three-quarters at 70% or below; and 17 of the 286 usable responses reported that zero time was spent on this activity.

These and other data may be analyzed more thoroughly in a future article. For instance, one would generally expect more lecturing in classes with larger enrollments, less in smaller classes. But our analysis in this article does not distinguish between what is done in or with classes of different types and sizes.

Questions 2-23 in Part II were devoted to this section of the questionnaire.

Professor's lecture: M=50%. Range: 0-95%. Q1: 37.5%. Q3: 70%. # of "0": 17.
(N=286)

Class discussion: M=25%. Range: 0-96%. Q1: 15%. Q3: 33%. # of "0": 1.
(N=275)

Small group activities: M=5%. Range: 0-38%. Q1: 0%. Q3: 10%. # of "0": 77.
(N=178)

Student presentations: M=5%. Range: 0-60%. Q1: 0%. Q3: 10%. # of "0": 76.
(N=193)

Viewing or listening to

audiovisuals: M=10%. Range: 0-33%. Q1: 5%. Q3: 15%. # of "0": 35.
(N=212)

Testing or other evaluation: M=5%. Range: 0-25%. Q1: 3%. Q3: 3%. # of "0": 42.
(N=235)

22. Other (please specify)

- 1 Course requirements are historiographical debates and major papers
- 2 Socratic discussion on study questions provided the week before by Email, and then tested at first class meeting.
- 3 7 How to do research and write required papers for this course
- 4 use web material throughout
- 5 I give a mid-term & a final essay exams.
- 6 0
- 7 see below
- 8 I regularly use structured debates in my US Since 1865 class.
- 9 5 library staff instruction, information literacy skills

23. **Comments/Clarifications?**

- 1 Roughly the same for each upper-division course
- 2 Students are also provided outline maps and tested on them throughout the courses.
- 3 Amount of discussion depends on the liveliness of the students
- 4 as indicated, i design web sites so that web material, texts, audio, visual, integrated throughout lectures and discussions.
- 5 I tend not to use videotapes, but provide visuals through PowerPoint that spark discussion. I have found that student presentations vary so significantly in quality that they can waste time. When I do arrive in lecture at a topic I know a student is writing about, I ask them to lead the discussion (briefly), if I feel they are capable.
- 6 Balance is much different in seminar classes that I also teach.
- 7 Students have to do research for a character within one of seven groups (press, US military, US government, Peace protesters, South Vietnamese, NLF, North Vietnamese) and then they are responsible for an end of the semester press conference set in December 1969. Notes (with citations) and bibliography are due as well.
- 8 There are three exams in course 1, and three in course 2. All are take-home. Course 3 has no exams, but rather 5 essays on the readings.
- 9 Course #3 is a small research seminar with about 15 students.
- 10 #1 and #2 - I use mini-lectures and informal discussions; #3 is a seminar
- 11 It is a seminar course. Includes discussion of previously-circulated student research papers, which require no "presentation."
- 12 Course I - Take home exams free up class time

III. D. How Courses Are Taught: General

24. What topics, themes, or interpretive frameworks most interest your students currently? (e.g., World War II, gender, NGOs, personalities of leaders, military, economics?)

- 1 War and WWII; globalization; Third World
- 2 WW II, military and naval matters, personalities of leaders, Vietnam
- 3 ideology, culture, gender
- 4 Political decisionmaking
- 5 national security
- 6 imperialism, individual leaders, race and gender
- 7 Military (though this isn't something I stress), civil-military relations, Vietnamese history/perspectives
- 8 military history, biography, politics, cultural history
- 9 My personal reactions, particularly how wrong my opinions have often been, to political, economic, and diplomatic events since about 1960.
- 10 Vietnam Conflict generally.
- 11 Ethnicity, Nationalism, Radicalization
- 12 Race Africa Latin America Economics
- 13 Leadership, Military, Economics
- 14 Personalities of leaders; Movies as a reflection of foreign policy; Cold War
- 15 popular support (or lack) for foreign policy initiatives, impact of foreign policy on domestic economic/political stability, notion of an imperial republic
- 16 national security strategy
- 17 personalities of leaders, military, economics
- 18 Cold War, WWII
- 19 World War II, race, leaders,
- 20 Military intervention & war Vietnam War Middle East relations terrorism
- 21 economics, military, oral history, use of fiction and film
- 22 WWII, personalities, motivations/causation (OK, really, beer and sex--they're undergraduates)
- 23 culture, gender, Middle East, Cold War
- 24 politics, diplomacy, business, culture
- 25 Economics, Dissent
- 26 Cold war dramas - i.e. Dien Bien Phu, Suez, the U2, the bay of Pigs, the Cuban Crisis, Vietnam,
- 27 American Expansion World War II Vietnam War FDR
- 28 Trying to understand what factors motivate US foreign policy (I teach in Japan).
- 29 The primary topic of interest is the what was the context in which the decision was made.
- 30 military, political
- 31 politics, world war ii, Vietnam, economics
- 32 This is a military school, so they are interested in anything military, or war. I try to augment this interest with an appreciation of international politics, culture and social history as well.
- 33 Democracy; current foreign policy; globalization
- 34 US military intervention/foreign policy, globalization, human rights

- 35 impact of foreign policy on society; personalities of leaders
- 36 war, personalities
- 37 Students generally want more military history than I give them. They like personalities; they tolerate the economics I give them.
- 38 I review historiographical debates on selected issues. Focus on debates and decisions leading to wars and foreign policies.
- 39 WWII, Atomic Bomb, related domestic issues like civil rights and McCarthyism, Vietnam
- 40 race and foreign policy
- 41 military personalities
- 42 War and military history are always popular, as are leaders' personalities. Cultural interactions have become more popular recently.
- 43 Vietnam War, globalization
- 44 Origins of war and peacemaking, Cold War, Vietnam, Cuban Missile Crisis, Persian Gulf War, Iraq War
- 45 espionage, CIA, Vietnam/Iraq comparisons, Middle East conflict
- 46 World Wars, nationalism, genocides, US foreign policy
- 47 Constitution, Vietnam War, Military History
- 48 Vietnam and Iraq wars
- 49 Bush Bush Bush (9-11, Iraq) globalization and world poverty race
- 50 Decolonization, Military, Economics
- 51 personalities
- 52 Depends on how it's presented. They're interested in anything that has a good story. But, given that, Vietnam especially; also McCarthyism and Watergate.
- 53 post wwI, military, personalities
- 54 World War II was the most appealing. Cold War issues involving nuclear weapons development, Bay of Pigs, Cuban Missile Crisis, and Vietnam also captured my class's attention.
- 55 Terrorism
- 56 personalities of leaders
- 57 World War II, Vietnam, Iraq War
- 58 World Trade, Empire building Cultural exchange
- 59 Personalities and stories, World War II, economic inequality, globalization
- 60 Vietnam U.S. interventions
- 61 Cold War Vietnam Anglo-American Special Relationship Iraq
- 62 Globalization. Middle East media growth. China and internet. USA foreign policy after 9-11. Global Image of America. Security. Rise of USA secrecy. Global networks. Identity.
- 63 who knows. i'd say personalities
- 64 Vietnam War; History of US Intervention in the Middle East
- 65 I emphasize a multicausal approach, looking at the national security perspective, economic motivations/New Left, and cultural approaches, roughly in that order of priority. I emphasize one or the other more as the evidence dictates, but try to guide the students to a balanced view. I would emphasize that 9/11 has affected my teaching in a couple of ways--1) I am shifting my examination of the later Cold War to query more thoroughly whether an excessive focus on E-W issues missed the boat in terms of

proper focus on Middle East etc, and I also discuss early Cold War anti-communism, civil liberties, and related fears in the context of today's generation perhaps being a bit more understanding (though perhaps not approving) given our own fears.

- 66 Cold War, Strategies of War, Resolutions of War
- 67 Middle East Vietnam War Military history
- 68 Culture, Gender, Race Global Economics Vietnam War
- 69 World War II personalities of leaders combat experience
- 70 IR and related theory The Vietnam War Intelligence
- 71 Globalization, race/gender/culture, environment, terrorism
- 72 The origins of the "war on terrorism."
- 73 political economy, culture, development, American hegemony, intervention, relationship between foreign and domestic relations,
- 74 World War II Vietnam War A-Bomb American Revolution
- 75 military, leadership, trends in U.S. diplomacy
- 76 cold war history, european integration history, ideologies, economics
- 77 World War II, Vietnam, Gulf War, military personalities
- 78 popular culture, nuclear issues, relevance for current events (terror, Iraq, "Americanization")
- 79 Vietnam
- 80 The students are most interested in individual leaders, both diplomatic and military
- 81 WWII; Cold War; Vietnam; Iraq war
- 82 East Asia, Middle East, Security, Post-WWII
- 83 The school is very liberal in general and there is always a belief in corporate conspiracy but I really don't know specifically of themes or interpretive frameworks.
- 84 Causes, conditions, international relations, personalities, tactics, outcome
- 85 Geopolitics; development; economics
- 86 Military and economic, World War II, Cold War
- 87 Students are most interested in anything that can be related to the present. They also like the novels and technological-moral issues, and a certain segment are always into the wars, especially World War II, Vietnam, and the Civil War.
- 88 History of Middle East, Poverty, Imperialism, Military History, International Economy
- 89 social and cultural history war and military history US in the 1970s, 1980s, 1990s
- 90 Military Force, Trade Policy, Decisionmaking, Game Theory
- 91 Vietnam War Cuban missile crisis World War II
- 92 national security vs. economic; alternative course of events/choices not made
- 93 Cold War, economics, politics
- 94 Economic globalization
- 95 Students enjoyed Cold War themes (reflecting my own interests) in the foreign policy class; overall, students really get into political history and even military history, though I cover less of that in my surveys; interestingly enough, though, they tend to do better on social history topics when exam time comes
- 96 US power and its use/misuse, economic/business motives; gender
- 97 War and peace, personalities of leaders, domestic politics and foreign policy
- 98 World War I, World War II, Vietnam, History of U.S. engagement in the Middle East and Central America, women's internationalism
- 99 Viet Nam, Middle East, World Wars

- 100 personalities of leaders, empire by invitation, espionage
- 101 Involvement in wars; US expansion or imperialism, personalities
- 102 Globalization, international trade, population issues, drugs
- 103 I'm not yet entirely sure, but enrollment for the pre-1917 course is capped at 40 students, while the post-1917 class is 90, thus showing, in the most general terms, student demand.
- 104 1. 19th century U.S. foreign policy, all areas 2. 20th century U.S. foreign policy, Spanish American War, WWI, '20s, WWII to Cold War
- 105 U.S. presidential foreign policy, bipolarism, Wilsonism, U.S. policy in the progressive era, Monroe Doctrine, U.S. policy in the Middle East
- 106 World War II, personalities, national security, cold war origins, rise of American power
- 107 Middle East, Terrorism, Vietnam, WWII, Cold War, application of power in an international setting
- 108 personalities of leaders, treaty negotiations, military aspects
- 109 I always work in new materials or themes or interpretations if they serve to advance knowledge, revise older interpretations, or help to answer the historical questions I ask of the subject.
- 110 World War II, Gulf War, government deficits
- 111 The theme of the seminar is "U.S. decisions to intervene militarily, 1945 to the present." Each student produces two research papers (discussed in class) on a specific decision, consisting of sections of explanation (using the neopolitics paradigm) [60%], effectiveness [20%], & legal-ethical dimensions [20%] of the decision.
- 112 Cold War, Vietnam, terrorism
- 113 Military, popular culture, leaders
- 114 Leadership; terrorism and the response to it; role of private individuals and NGOs in foreign relations; ways that international affairs shape the lives of ordinary Americans; World Wars; ways that popular media affect understanding of international affairs.
- 115 WWII, personalities, moments of crisis
- 116 strategic theories intelligence logistics military doctrine political-military leadership Just War/laws of war media coverage of wars war termination and exit strategies escalation deterrence and coercion the UN and legitimacy of use of force air power in contemporary conflicts
- 117 War, the Persian Gulf, and economics.
- 118 military, Kennedy, US in Middle East
- 119 "The West" and Islam, or "the East" as markers of cultural difference which include notions of gender, technological and other difference
- 120 Topics: WWII, Vietnam, Philippines Insurrection, Castro & Cuba;
Themes/Interpretations: Economics
- 121 Imperialism
- 122 Native American Policy Anglo-American relations origins of imperialism
- 123 cultural frameworks of all kinds historical memory
- 124 individual personalities
- 125 World War II Military Personalities
- 126 Globalization regional/domestic roots of foreign affairs the Constitution and foreign affairs foreign affairs law Empire Imperialism World Systems Wisconsin School of

Diplomatic History

- 127 Foreign Policy, Military, Strategy
- 128 military, many post WWII things, biography, US actions abroad
- 129 U.S. as an Empire, relations with Middle East
- 130 Both courses are political, diplomatic and economic

25. Are there new topics, themes, or interpretive frameworks that you expect to introduce into one or more of your courses in the next year or two?

- 1 Race; national and cultural identity
- 2 NGOs, United Nations
- 3 New Course on Reagan
- 4 cultural
- 5 More on Vietnamese history/perspectives
- 6 No
- 7 I'd like to do more with Nye's "soft power." I'm too much into realpolitik.
- 8 No
- 9 The Politics of Race
- 10 Preventive Warfare
- 11 race/gender and U.S. foreign relations
- 12 globalization, different points of view such as the Mexican or South American
- 13 international political economy, media studies
- 14 more on Middle East; resource competition
- 15 None. I'm planning to retire in two years and my institution does not reward or even encourage good teaching.
- 16 more on Middle East, U.S. response to genocide
- 17 the actual impact of foreign policy on domestic conditions
- 18 I do more and more on Globalization
- 19 In an undergraduate classe of 250 students it's difficult to be fancy. As we move on, I am more and more inclined to start the course form 1945 and come up to the present rather than stop at 1991.
- 20 World systems theory culture and race
- 21 yes
- 22 cultural interaction between nations
- 23 I possibly will begin to use more aviation diplomacy.
- 24 Democratization as zeitgeist
- 25 no
- 26 try to use a more global framework
- 27 no
- 28 no
- 29 more international history
- 30 More on human rights movements, NGOs
- 31 I have been gradually adding cultural & gender issues.
- 32 human rights

- 33 Rise of PRC to 21st c. prominence
- 34 more internet sources
- 35 more attention to the global economy and to NGOs
- 36 Decolonization, Nationalism
- 37 Function of trans-nationalism; role of NGOs; history/significance of the UN; cultural diplomacy
- 38 ngos
- 39 Definitely Middle Eastern affairs and differences in Islamic cultures.
- 40 North vs. South
- 41 not at this time
- 42 Gulf War I and Iraq War
- 43 culture
- 44 more discussion on 9/11, Afghanistan, Iraq, the Middle East and Africa
- 45 No
- 46 In course #1, I was recently able to get up to the background to 9/11.
- 47 I think I have partly answered this in the previous question--I have done some shifting of emphasis after 9/11
- 48 No
- 49 More attention to globalization in survey course that goes to the present.
- 50 Theory Gender and foreign policy
- 51 AIDS
- 52 NGOs and transnational relations, comparative/international history, human rights, mass violence and justice seeking
- 53 no
- 54 more on gender and race
- 55 More IPE
- 56 no
- 57 Cold War, War on Terrorism
- 58 more on Iraq and the new american empire
- 59 Environment, Middle East since WWI, Security-terrorism
- 60 I guess I think more in terms of topics. What I want to ensure is students think critically about foreign policy and have support from documents for their positions. I have added more on the Middle East
- 61 More on globalization; geo-economics; development; comparative frameworks
- 62 I would like to spend more time with team discussions, where the class divides into teams, each discussing a particular issue. So far, I have only used this with the World War II class.
- 63 Attempts to provide historical context for current "War on Terrorism"
- 64 I expect to incorporate more material on the US since Watergate.
- 65 No
- 66 globalization, ethics
- 67 no
- 68 Cultural globalization
- 69 eventually I'd like to introduce some gender/social history into the diplomatic history course--like Spanish American War, possibly even Cold War; I'd also like to introduce more popular culture [one sentence deleted]

- 70 Yes
- 71 I always include gender, Wilsonianism, and, because of my own interests, empire and missionaries.
- 72 No
- 73 More on race and gender
- 74 No
- 75 Bush Doctrine, U.S. - European relations, neoconservative foreign policy
- 76 not at this stage
- 77 NO
- 78 See above.
- 79 Government fiscal-monetary policies; Neo-conservatism
- 80 No
- 81 Terrorism, more focus on Middle East and SW Asia
- 82 Race (more emphasis), gender,
- 83 I tried tourism, which turned out to be a big flop.
- 84 More on the middle east
- 85 Operational/battlefield intelligence
- 86 cultural relations
- 87 notions of imperialism as an interpretive framework to compare the U.S. with other Great Powers in history
- 88 I have recently become interested in cultural diplomacy & the intersection between economics and ideology.
- 89 yes
- 90 American Empire
- 91 no
- 92 No

26. Are there new required readings or viewing materials that you expect to introduce into one or more of your courses in the next year or two?

- 1 Nick Cullather's book on Guatemala, mentioned by Robert Shaffer in that good December Passport article.
- 2 yes but I have not started to think about it
- 3 yes--I am always looking for new books
- 4 More on Vietnamese history/perspectives
- 5 Yes
- 6 Hunt's The World Transformed is probably a bit too esoteric for most of my students. But I thoroughly enjoy reading it all the while pouring a little salt on his New Left point of view.
- 7 Yes, I don't like my Cuba book or my China book. Looking for alternatives.
- 8 Paterson et al.,_American Foreign Relations_
- 9 Yes
- 10 Andrew Bacevich, The New American Militarism;
- 11 race and gender
- 12 Probably new texts

- 13 always try to change the required readings a bit from year to year
- 14 See above
- 15 not yet decided
- 16 Hoganson, Fighting for American Manhood
- 17 I change the required readings (other than the text) every time I teach each course. At present, the list of readings I sent for course #1 are all new.
- 18 unsure-will know over the summer
- 19 I plan to use more video, but have yet to make selections.
- 20 yes
- 21 More visuals on Spanish-American War
- 22 Every semester, I always change my required reading list
- 23 Russett World Politics
- 24 yes, but still undecided
- 25 no
- 26 no
- 27 I would like to provide access to more educational websites -- in a simple, well-organized fashion.
- 28 I usually introduce at least one new book each quarter. I think the next one will be Mark Danner's Massacre at El Mozote, or Naftali's One Hell of a Gamble.
- 29 Not known at present
- 30 ongoing decisions lead to changes yet unknown
- 31 more primary documents
- 32 TBD (most likely a few articles from Diplomatic History or another journal)
- 33 NO
- 34 Plan to use more primary sources to accompany the articles
- 35 Yes, readings mainly dealing with the current US-Middle Eastern affairs and readings tracing the nature and origins of US-Middle Eastern Affairs.
- 36 Latest Chalmers Johnson book
- 37 not at this time
- 38 supplemental texts
- 39 no
- 40 Peter G. Boyle, ed., The Eden-Eisenhower Correspondence, 1955-1957 (Chapel Hill : University of North Carolina Press, 2005)
- 41 Update websites for current issues, etc.
- 42 Not at this time
- 43 Yes, visual ones
- 44 I am constantly evaluating new material and will alter the syllabus substantially for each course from year to year.
- 45 Perhaps Mary Renda, "Taking Haiti" Rosenberg's "Dollar Diplomacy;" Joseph, "Close Encounters of Empire"
- 46 I change my books every term and haven't decided which yet - don't teach any foreign relations course until next year
- 47 yes
- 48 no
- 49 all reading lists were revised this year
- 50 no

- 51 don't know at this point
- 52 yes, but I haven't selected them yet
- 53 Will probably change or tinker with the non-textbook readings for the first half of foreign relations and need a new Latin American text for the second half but haven't decided what. Vietnam is working well.
- 54 Klare, Blood and Oil
- 55 Not thrilled with Sherry, which at times is too much a polemic and a bit heavy on the holy race-class-gender trinity. But no other book covers the breadth of subjects that he does over as long a period. In the past, I have used "The Manchurian Candidate" in place of "Dr. Strangelove" for the Cold War class, and I hope to introduce "The Fog of War" this year, using materials developed by SHAFR.
- 56 Material regarding historical context for current "War on Terrorism"
- 57 I am considering the following reading: Nickel and Dimed Blackhawk Down Jarhead
More music from 70s, 80s, 90s
- 58 No
- 59 probably
- 60 No
- 61 [Deleted reference to a previous response to the questionnaire]--I was contemplating Kristin Hoganson's book on the Spanish-American War; I can only feasibly switch out one book a semester given my own work load, so that's one I may consider in the future; perhaps Walter Hixson's Parting the Curtain to integrate culture and diplomacy
- 62 (don't know yet but probably)
- 63 Yes - the Nixon tapes
- 64 Every time I teach the courses I add a new monograph and change some of the primary documents to stay fresh and up to date myself.
- 65 I change at least some of the readings every time I offer the course.
- 66 I change my readings every semester/year to stay fresh. Also to defeat plagiarism-repeat papers.
- 67 No
- 68 no
- 69 Yes
- 70 NO
- 71 See above.
- 72 Gulf War II videos
- 73 Assigned readings and research paper bibliographies are updated on a continuing basis.
- 74 I'm going to try to have them watch videos outside of class and discuss in class (Fog of War, Hotel Rawanda, Osama?, etc.)
- 75 I always look for new readings, and change the reading assignment each time I offer course.
- 76 Depends on what is published
- 77 will select a new text after this year to replace the Brand's book.
- 78 analysing coverage of current events in the media in light of the historical framework of the class
- 79 I am satisfied with the Major Problems series - I would like to add new viewing materials.
- 80 My reading lists and materials change every year; few repeats

- 81 yes
- 82 On American Empire
- 83 would like to add more AV materials, but don't have anything specific in mind
- 84 I change the secondary readings every year based on what's happening in the field and the world.
- 85 Always update the secondary sources

27. Are there new assignments?

- 1 Similarly, the kind of assignment Shaffer discussed in that article--especially having students compare Bemis with Willoiams.
- 2 no
- 3 yes
- 4 Research paper based on Appy's oral history collection
- 5 Yes
- 6 I might try assigning the Weekly Edition of the Washington Post.
- 7 No
- 8 I like students to read contemporary (to the event) political science articles and discuss whether decisions were made on the basis of good evidence & useful academic interpretation.
- 9 interactive group assignments
- 10 more work on connecting current events to their historical context
- 11 See above
- 12 More simulations, possibly a semester-long computer game
- 13 yes
- 14 More writing assignments, analysis of primary documents
- 15 The assignments change because I use different documents books every semester.
- 16 The Great Captains is a new course for me (and the school) next AY. Biographically centered, still in development.
- 17 More Web site evaluations and use
- 18 yes, but still undecided
- 19 I always try to vary the assignments but cant be more specific
- 20 no
- 21 Current new assignment in this spring course [deleted course number] is to find a news article and research the historical background of the main issue.
- 22 no
- 23 yes, a group case study
- 24 I try to change assignments every time I teach a course.
- 25 more research--lost skill
- 26 uncertain
- 27 Smaller, more frequent writing assignments, sometimes written in the first person as a memo recommending a specific policy to the President at a key turning point.
- 28 short group presentations
- 29 NO
- 30 No.

- 31 not at this time
- 32 no
- 33 No
- 34 Not at this time, though that is always under review
- 35 No
- 36 I will probably stick with current types of assignments.
- 37 I often require students to create a "Major Problems" chapter on a topic not covered in the assigned reader -- complete with introductions, documents, essays, and bibliography
- 38 I specifically tailor assignments for the books used
- 39 no, I will likely continue to require the students to complete a series of short review/reflection essays on weekly readings and a semester long project on a topic of their own choosing.
- 40 More on internet sources and blackboard discussion board
- 41 yes, more short essays
- 42 reviews of historical movies
- 43 Yes...class ends with historical perspectives on Iraq and Afghanistan, so I'll update these.
- 44 don't know at this point
- 45 don't know yet
- 46 I recently changed and added assignments to all three courses so will probably give them another run before any new shifts.
- 47 Mix of shorter and longer assignments, but still writing intensive
- 48 The class has always featured book reviews, but in recent years has added issue papers, asking students to respond to the question, "Are Americans a peaceable people?" No new assignments contemplated at present, although I am always open.
- 49 Film reviews for the US Since 1945 and US Since 1965 classes. (I already require my Vietnam War class to critique a Vietnam War film.)
- 50 Yes
- 51 probably
- 52 No
- 53 none that I've planned. I feel "bad" about not assigning a research paper, but our students actually can work with primary sources quite well given our own departmental emphasis; I assign book reviews in part because they are less equipped to deal with secondary sources and understanding their use in developing new arguments or areas of research, not to mention framing big historical issues
- 54 more assignments working with primary documents, eg in Merrill & Paterson reader
- 55 Yes - Role playing assignments
- 56 I have begun to insist on non-American (translated) primary sources to be included in final papers. They are available on the web. In some cases I am asking for foreign-language sources. I am working with colleagues in the modern languages department to link assignments using foreign-language primary documents. This is an issue we need to take more seriously, even at the undergraduate level.
- 57 no
- 58 Not contemplated
- 59 No

- 60 No
- 61 perhaps - I'm revising that right now
- 62 Yes
- 63 NO
- 64 I've tried everything.
- 65 Internet searches
- 66 No. The revised papers (after class discussion and my personal critique) tend to be of very high quality.
- 67 no
- 68 group work that presents a topic from the perspectives of different countries, with each group covering one perspective
- 69 Yes - A variety of in-class group assignments based on readings of primary documents.
- 70 yes
- 71 requirement to ID current news events related to our studies
- 72 Always

28. Are there new in-class teaching methods?

- 1 Make more use of online materials in classroom.
- 2 power point
- 3 yes
- 4 More student presentations
- 5 Yes
- 6 Not really. I enjoy, maybe too much, explaining the concepts and ironies in interanational affairs. What could be more fun than Reagan and Gorbachev?
- 7 Having students lead discussions
- 8 More small-group assignments More discussions More primary documents
- 9 more group activities and group learning
- 10 See above.
- 11 Power point presentations are useful
- 12 yes
- 13 visiting lectures
- 14 No
- 15 Using Powerpoint with illustrations and maps for every class now. Music and video additional.
- 16 see next
- 17 no
- 18 I have used a variety of methods, but am doing much more lecturing than previously with the large classes that I now have at FSU.
- 19 Nothing planned, although I am always experimenting with new technology.
- 20 no
- 21 uncertain
- 22 Using more in class, low stakes writing assignments to assess how well students are absorbing material.
- 23 Expanding small group assignments, including peer review of written work.
- 24 Maybe.

- 25 not at this time
- 26 no
- 27 No.
- 28 grater use of PowerPoint, involving inclusion of images embedded in them to enhance discussion
- 29 No
- 30 I will try to use more class time for discussion and small-group exercises.
- 31 I expect to experiment with online discussion forums in the Vietnam class to allow students more opportunities to raise questions and reactions in a traditional lecture-based format.
- 32 Introducing 'syndicates' for fortnightly meetings. Students will work in the same group over the course of the semester and present their findings to the class.
- 33 Using mid-semester evaluations, student self-assessments at end of semester, hope to begin using knowledge surveys.
- 34 more integrated teaching with electronic resources
- 35 webCT
- 36 no
- 37 I am converting from transparencies to power point.
- 38 I'll probably use electronic "drop-box" on WebCT for handling frequent response papers.
- 39 this dog is too old to learn new tricks. I get by just fine with a map and a piece of chalk
- 40 no
- 41 Have added powerpoints to all but first half of Foreign relations and may add there
- 42 No new methods contemplated at present, but I am open.
- 43 Debates in my US Since 1945 class
- 44 No
- 45 no
- 46 No
- 47 for me--power point! over time I may use Blackboard as I'll be co-teaching a course this fall with someone who already uses it. Thus, I'll learn from her.
- 48 small group discussions
- 49 Yes - more Powerpoint
- 50 I already use a variety. I expect to invite guest lecturers in future.
- 51 no
- 52 No
- 53 No
- 54 More emphasis on proper use of electronic material
- 55 No - the ones I use appear to continue to work very well
- 56 Yes
- 57 NO
- 58 I've tried everything.
- 59 NA
- 60 Further refinement of the proprietary materials mentioned earlier.
- 61 I have to figure out a way to make them keep up with current events in IR. In the past they each presented on a current event from the newspaper, but I found that they only read the news on the day of their presentation rather than keeping up with events on a

- daily basis!
- 62 more small-group work more use of powerpoint presentations more focus on writing and research methods
 - 63 short response papers to primary sources
 - 64 Yes - The aforementioned group discussions combined with lectures.
 - 65 I intend to experiment with more student participation, including role play
 - 66 no
 - 67 more discussion around primary sources
 - 68 No

29. If applicable to your situation, in a few words please describe how the advent of electronic resources (e.g., full-text journal articles, primary sources, other websites) has affected your teaching or how your students learn.

- 1 Students and I have much more material at hand, more easily accessible. But, especially for students, much more from which to choose and make informed judgments; a challenge.
- 2 It has made my job a lot easier and students have a greater access to sources
- 3 As a new professor, I make extensive use of electronic resources, but this isn't "new" to me, it's just how I was trained as a student from the mid-1990s-present.
- 4 I have to spend more time discussing how to analyze online sources and more time checking on plagiarism.
- 5 Not much except blackboard. I'd be delighted if they would read the two solid books I have assigned.
- 6 They/we do not have access to JSTOR etc. I try to keep them off the computer and into their books.
- 7 None. There are no smart rooms.
- 8 Use in Student Presentations
- 9 Significant change in the use of sources for research papers.
- 10 I love JSTOR. I've gotten much better at using powerpoint to provide lecture illustrations.
- 11 Improved. Expanded communication and increased access to resources
- 12 PowerPoint, Blackboard, and Turnitin.com have become staples of my classes. I also use the internet to find images to incorporate into my PowerPoint, or to find primary sources to use in class.
- 13 My students go to the web and get misinformation.
- 14 better access to latest research on internet
- 15 I use web page in class, with images, sound, etc. Use it a lot.
- 16 It affords me other outlets for informing students on topics. It facilitates their ability to follow what I am saying in class and what they are reading in text.
- 17 I've used more electronic means as a teaching tool in the classroom. Additionally, with online databases, the students (and I've added to syllabus) the requirement to conduct online searches.
- 18 students are advised to use electronic resources selectively
- 19 JSTORs is their nearly unique source of articles and reviews here. They are very well versed in using the web--the challenge is to implant circumspection in choosing

- legitimate sources of information.
- 20 Frequent use of official Web sites to access policy and structure of govt; I make much more use of current events through news Web sites; I also make use of electronic "libraries" or articles available with textbook registration
 - 21 not at all -- don't use them
 - 22 I would like to make more use of JSROT etc, as well as web pages and am experimenting with that.
 - 23 I use more documents now that they are easily available.
 - 24 Not much at this point.
 - 25 I give students a list of websites at the start of the quarter, with good primary sources and bibliographies.
 - 26 Much easier to have discussions outside of class time...JSTOR is terrific
 - 27 I have found these resources valuable for graduate teaching in particular and hope to use them more widely as I become more familiar with them.
 - 28 Powerpoint has gratly changed lecture presentations
 - 29 not much yet, but as part of re-emph on research, should be involved more in future
 - 30 I am trying to integrate more web based materials and exercises into the delivery of course material and to use websire more for student access and interest
 - 31 The online availability of the Pentagon Papers and the Foreign Relaitons Series (for the 1960s) makes them more readily available for students for research for written assignments.
 - 32 Not yet, but will begin next semester.
 - 33 -ability to have students incorporate quick primary-source research into take-home essays -ability to use more journal articles to cover a wider variety of topics and approaches (vs reliance on monographs)
 - 34 I assign website reviews; students are more interested in these than tradition reading assignments.
 - 35 Blackboard, etc., helps me conduct various aspects of class more efficiently. The Internet has such a garbage-in/garbage-out quality that I steer away. It's not that one can't come up with good assignments from the Internet, but that it takes far more time than equally good, thought-provoking assignments from class readings.
 - 36 made it easier to assign a diversity of readings to students
 - 37 I really don't care for internet sources and I discourage my students from using them in papers.
 - 38 Only important to me for my third class, Seminar in U.S.F.R. Allows students working in a small library the chance to do real secondary research.
 - 39 Has allowed student greater access to primary source materials.
 - 40 Nothing has had a greater impact on my undergraduate teaching, and on undergraduate research, than this. I am able to get 75-80 undergrads (with TA support) per class to do nothing but research assignments--no exams, etc. but all research--which would not be possible for me to do without electronic access to research materails. These project start small, with assigned topics (for example a short paper on the use of the internet in public diplomacy by a nation other than the USA) and build to an individual 20 page research paper by the end of the quarter.
 - 41 I think I have mentioned that previously, but certainly PPT changes my lectures, and the availability of articles especially reduces my students' costs. My website is laced

with hyperlinks, and I often point students to others' sites. I do wonder how much advantage they take of these, so I do devise assignments forcing them to evaluate websites, and not take everything at face value.

- 42 I suggest my students to use selected websites and other on line sources
- 43 Other than Powerpoint and Blackboard, there is very little impact in my lecture courses. In my research-based seminar courses, there is much more impact -- especially on-line primary sources.
- 44 I often use power point presentations to integrate visuals and to reinforce key terms and conceptual points; I use blackboard mainly as a practical tool for handouts, course outlines, etc.
- 45 At a small liberal arts college with a small library, electronic resources have allowed the teaching of research techniques in upper level seminars that more closely approximate those at large universities. As a result, I am finding it easier to get students into graduate programs and, once there, they tend to thrive because they have already seen all the necessary research tools
- 46 Access to recent articles is much easier for students.
- 47 I do a lot of asynchronous teaching - out-of-class discussion boards, document analyses, video and audio clip analyses
- 48 Very important to me. My courses are moving towards full web integration, with online discussion groups, links for each weeks readings, and extensive use of Jstor and pdf format articles.
- 49 not at all
- 50 more time devoted to critiquing various resources from the web
- 51 not yet much effect, but there will be in 2-3 years time I presume
- 52 It has not, except for the use of movies.
- 53 Students rely heavily on electronic resources but need help evaluating their utility.
- 54 Great! Except for Google, which is a temptation unto "evil."
- 55 In some cases I do assign online materials. Students doing research on the web is a big change
- 56 It has helped and hurt- it requires more time because I now have more ready access to materials and time is what I have least to give
- 57 They are useful supplements to areas not covered in books and enable students to do research that might not otherwise be able to do
- 58 Electronic resources enable me to tailor my reading assignments better and to use more articles.
- 59 Could be quite important this year. I am going to try to put all the readings, except those available for purchase, on the internet. We'll see if it clears the copyright and technological hurdles. I encourage students to hold discussions using the e-mail reflector for the class.
- 60 It has certainly made it easier for me to find journal articles to assign to students and made student research easier as well. It has also created new problems regarding plagiarism.
- 61 I require students to critique and use web sites on some assignments.
- 62 It has affected how students locate sources for their papers and reports
- 63 Greatly. Allows for easier online course management.
- 64 better access to this material has been great! Or I should say, when they learn how to

- use it properly (especially in determining what are the better journals and/or websites)
- 65 I am able to use JSTOR and other article sources to diversify the readings for lecture course, and to form the bulk of readings for seminar. Also provide links to primary source sites
- 66 Greater diversity in reading assignments
- 67 Full text journal articles, digitalized sources and web sites have been available since before I started teaching. I take them for granted, as do my students, and we avail ourselves of them.
- 68 When reviewing films, students obtain many sources from the internet
- 69 I have not used them sufficient to tell
- 70 Easy to print off documents and then xerox and distribute to students.
- 71 Greatly, but we are trying to learn how to use the content best, myself and my students.
- 72 Indispensable
- 73 It has not affected my teaching at all. It HAS affected how my students conduct research.
- 74 It has made it easier to bring materials into class, and easier for students to access materials; however, students have become too dependent upon electronic search as opposed to going into stacks.
- 75 The main thing that's affected my teaching is having to explain to students the difference between reliable electronic sources and junk electronic sources.
- 76 The internet sources only help in doing upper-division research papers
- 77 Students are tempted to be overreliant on the internet at the expense of library hard-copy sources.
- 78 Made it much more flexible, I hope to use it to introduce audio and video before class
- 79 I use material available on the web in all my classes. Online maps have been extremely helpful. I play Johnson audio tapes, available through the CSPAN web site. I give assignments that ask students to use various web resources, such as documents on the Korean war available on the Harry S. Truman Library web site, as the basis of analytical writing assignments.
- 80 Major use is now made by my Master's (Strategic Studies/US Foreign Policy) students of US war college and military academy online posting of their officer-students' term papers and doctrine documents
- 81 I am teaching two courses over the web, so they are all electronic. Also books and articles are available electronically.
- 82 students tend to prefer electronic sources over hard sources. This means that they need to be taught how to identify useful websites, etc.
- 83 I use a lot more articles or short excerpts from books/documents, because these can be scanned and placed on the e-reserve service of our library (no expensive readers anymore); electronic databases for online document search (Declassified Documents Service especially)
- 84 -Visual materials helps for power point slides - opportunities for analysis of visual primary sources. -For research papers (based on primary sources) I encourage use for the National Security Archive, etc.
- 85 Makes possible student research projects in primary sources easier from schools far from the East coast
- 86 Not at all

- 87 Bring up primary documents on the overhead screen from the internet -- allows us to discuss primary materials easily in class. Hot-link articles to syllabus -- allows more up-to-date readings at low cost
- 88 I encourage students in my survey classes to find and use online primary sources in one writing assignment each semester.
- 89 Getting my students to actually use good electronic resources, like J-Stor, is a challenge. They would prefer to just use some poorly written website because it is easy.
- 90 Totally transformed it in terms of research
- 91 All of my students are military members or their families scattered around the world, electronic sources allow them to do research more easily and compensates for the lack of adequate library facilities.
- 92 might use a digital "text" supplement, but access to primary sources has been so much enhanced for research projects
- 93 Students use more electronic sources for research papers.
- 94 Use of J-STOR

30. If you require your students to use these electronic resources, which ones do you consider most important?

- 1 America: History and Life
- 2 full text journal articles
- 3 Texas Tech's on-line Vietnam Archive; FRUS series
- 4 J-STOR
- 5 Declassified Documents Reference System; Public Papers of the Presidents (UCSB); FRUS volumes.
- 6 JSTOR
- 7 PowerPoint and Blackboard
- 8 JSTOR very useful primary source access crucial: DDRS, National Security Archive, FRUS, Project Avalon
- 9 websites associated with archives and research institutions journal articles on-online
- 10 On-line primary source documents.
- 11 Primary source materials by far. A close second are online full text articles, especially for the upper level classes.
- 12 Shafr websight
- 13 Websites that end in EDU. :)
- 14 Web news sites
- 15 J-Stor, Lexis Nexis
- 16 NY Times online. FRUS. Public Papers (of recent presidents).
- 17 I find students use the FRUS volumes a lot in their papers. I also refer them to web bibliographies by Richard Immerman and Ed Moise to help select books to review. Doug Long's site on the A-bomb is useful, as is the Avalon project website.
- 18 JSTOR, Blackboard
- 19 jstor
- 20 on-line scholarly journals, primary document collections
- 21 State Deaprtment Foreign Relations Series Historic New York Times Pentagon Papers

22 1. websites with primary sources 2. full-text journal databases
23 topical websites
24 JSTOR
25 JSTOR
26 online archived oral histories
27 websites that provide both primary and secondary texts,
28 Dozens of websites related to issues in global communications---websites of major
communications and media corporations---FRUS online---online think-tank reports
like RAND--NYT and Wash Post articles, etc. pãosted by me.
29 PPT for my lectures and articles/documents for student reading
30 Official websites
31 I make available a Blackboard site for each of my courses but do not require students
to use it.
32 J-Stors NARA presidential library websites
33 Diplomatic History Diplomacy and Statecraft Review of International Studies
34 Blackboard
35 online articles, documents, web links, in that order
36 blackboard discussion
37 our university library has an integrated system for all electronic materials, hence
impossible to metion individual electronic resources such as Jstor etc.
38 Digital National Security Archives - terrific as always. Pro Quest newspapers - great
stuff.
39 Foreign Relations volumes on Cold War
40 I use articles from Diplomatic History all the time. In Vietnam I employ a large variety
of websites for primary documents. Students use a variety of databases and online
sources for research papers so there is not a single source
41 Electronic reserve
42 At present, the readings online.
43 Databases like "America: History and Life."
44 On-line declassified documents
45 WebCT
46 access to journal articles
47 JSTOR, National Archive, CWIHP
48 Digitalized primary document collections.
49 Besthistorywebsites is good.
50 No, but they do. College on-line database.
51 JSTOR, Muse project, think tanks websites
52 scholar.google.com
53 Journals
54 Presidential libraries, government sites, PBS.
55 Electronic reserve materials
56 Most important are collections of primary resources available on the web sites of
various presidential libraries.
57 electronic databases available to students through the library homepage.
58 National Security Archives; Avalon, NARA
59 JSTOR, National Security Archive, State Dept.

- 60 jstor
- 61 Primary sources.
- 62 I have in the past required students to use the presidential library website. The Truman website, in particular, has useful resources.
- 63 JSTOR, web (too numerous to list)
- 64 Primary Sources and Journal Articles
- 65 none in particular
- 66 J-STOR

31. Are there other materials you would like to see available online, or more easily accessible online than at present? (e.g., all of the FRUS series, certain collections of photographs)

- 1 FRUS, perhaps some photos and even some film snippets.
- 2 FRUS, photos, tapes, maps
- 3 FRUS
- 4 Yes--the more electronic resources the better.
- 5 For my own purposes I would love to see all of the FRUS series online. I might encourage students to use it in their research papers.
- 6 FRUS series Maps illustrating U.S. FR history
- 7 FRUS
- 8 Complete FRUS Volumes
- 9 FRUS would be nice. More diaries/oral histories would be nice. More military assessment reports.
- 10 all of the FRUS series
- 11 FRUS would help a lot. Sources from foreign countries
- 12 FRUS would be delightful. Any database of images, sources, or readings would be welcome
- 13 the whole FRUS series would be wonderful, but with better searching capability
- 14 all of the FRUS series
- 15 Yes, documents, photographs, everything.
- 16 all of the FRUS series, recordings
- 17 Definitely FRUS
- 18 Definitely FRUS as they have to go to the library now, which students generally find annoying (unfortunately). The FRUS collection at three of the colleges I teach are incomplete as are the Dept. Of State bulletins.
- 19 FRUS, photographs on Vietnam
- 20 Any kind of foreign policy documents so that students can do primary source research because the library at my institution is quite limited.
- 21 Photographs and maps are very useful for illustrating discussions, often are copyrighted and can't be copied.
- 22 photos
- 23 FRUS is a great source; Presidential Library cites are good too and would like to see more documents there
- 24 All of FRUS. More documents from presidential libraries. More recently published books.

- 25 A directory of current resources (kept up to date) organized by issue would be helpful.
- 26 More FRUS documents would be great.
- 27 The FRUS series
- 28 Having the FRUS series online would be very helpful.
- 29 FRUS would be great
- 30 FRUS, maps, photos
- 31 All of the FRUS volumes
- 32 -all of FRUS -more translations of non-US primary sources
- 33 Certainly FRUS; more documents from the Presidential Libraries/National Archives. If students could research a broader array of topics online at the major archives, I would be more inclined to assign a paper based on these documents.
- 34 FRUS, presidential papers,
- 35 All FRUS
- 36 FRUS, all
- 37 More FRUS, more photos, online moving images stuff, online audio--anything and everything by way of primary materials
- 38 FRUS would be wonderful, but that would be a major project. The more online the better, and effective notice that these are taking place.
- 39 Yes, FRUS
- 40 Material for the 18th and 19th centuries. Music related to foreign relations.
- 41 Older journal articles currently not available on J-Stor
- 42 More FRUS online would be useful, collections of cartoons and pictures relating to USFR, few case studies.
- 43 all of FRUS and other compilations
- 44 a central holding area (one website) rather than having to gather from multiple sites.
- 45 original documents such as FRUS
- 46 all of the FRUS series.
- 47 all of the FRUS series
- 48 Yes, I would like to see online all kinds of stuff if appropriate to our subject
- 49 FRUS
- 50 ALL OF FRUS would be good. Would like all of Congressional Record. Would like more of presidential papers related to foreign relations accessible.
- 51 Basic collection of primary documents
- 52 LOL--of course, I would love to see more online anyway--for my own purposes. As for specific uses for the course, quite possible, say if materials on the theme "empire" were made available.
- 53 FRUS on-line would be a great research tool.
- 54 all of the FRUS series
- 55 Photographs, streamed video.
- 56 FRUS would be good
- 57 All the FRUS would be nice - but I also believe in requiring my students to do at least part of their research from printed sources in the library!
- 58 All of FRUS, More Photos from the assigned texts
- 59 All the FRUS would be excellent.
- 60 FRUS series
- 61 Yes, FRUS series and collections of photographs.

- 62 FRUS series, Public Papers of the U.S. President
- 63 Not certain, as I prefer that they learn to use the library and open books.
- 64 FRUS, presidential library collections.
- 65 00
- 66 All of the FRUS, definitely
- 67 More historical video (news broadcasts, interviews i.e. Meet the Press from particular historical moments
- 68 Earlier FRUS volumes online would be terrific. The availability of Nixon tapes online would be a great resource. Digitizing of video resources, such as newsreels, especially for the 1920s or 1930s, would be great.
- 69 The FRUS collection More declassified CIA materials
- 70 FRUS online would be of considerable assistance.
- 71 Presidential papers would be very interesting to undergrads.
- 72 Photos, political cartoons, and LETTERS. For in-class assignments, letters are more accessible than treaties and other official documents. (This is mainly due to the length of the documents and the brevity of class.
- 73 All of FRUS and National Security files
- 74 FRUS would certainly help
- 75 The more on the internet the better
- 76 yes, FRUS would be great
- 77 FRUS, Letters of TR
- 78 FRUS would be great!
- 79 All FRUS; major documents from Presidential collections

32. Do you have explicit learning objectives for your students? (N=134)

Yes: 84%. No: 16%. (N=134)

33. If you have explicit learning objectives for your students, do you share them with your students?

Yes: 95% No: 5% (N=117)

34. In what ways is your teaching evaluated other than the traditional end-of-semester student evaluations? (e.g., mid-term student evaluations, "one-minute papers," peer visits to classes)

- 1 mid-term student evals; peer visits
- 2 I have used all of the above
- 3 peer visits
- 4 Online course evaluations
- 5 none
- 6 mid-term evaluations and peer visits
- 7 Peer visits are optional. Peer evaluations of teaching materials and portfolio are optional.
- 8 Principle visits. Public visits.
- 9 none
- 10 peer visits; student evaluations three times per year; division head in-class evaluations.

- 11 We have a program review of the entire department curriculum which entails syllabus review. Peer visits are optional--I've used them in my other classes, but not these.
- 12 oral evaluations
- 13 n/a
- 14 At my institution, the emphasis is on teaching evaluations, although voluntary peer visits to classes are sometimes used.
- 15 Peer visits
- 16 Unit exams, book reviews, article summaries, analysis papers
- 17 peer visits, bi-annual departmental evaluation
- 18 I ask students to submit 1-2 mid-semester assessments on my teaching; I ask my colleagues to visit my classes for commentary and feedback
- 19 only the final standard evaluation
- 20 class ombudsperson
- 21 I videotape one class every other year to conduct a self evaluation as well as show the video at a brown bag teaching luncheon for overall comment.
- 22 Students Instructional Rating Forms Required every semester
- 23 peer visits
- 24 peer and supervisory evaluations
- 25 no
- 26 written narratives by students at any time to the Dean of Faculty and peer visits
- 27 End-of-semester student evaluations; peer visits only when a person is up for promotion or post-tenure review
- 28 peer visits to classes
- 29 peer visits
- 30 peer visits, exit interviews, collegial exchange
- 31 independent reviews by students
- 32 Brief in class written assignments to assess how well students understand information.
- 33 -peer visits to classroom
- 34 Peer Visits
- 35 peer visits
- 36 None
- 37 peer visits, but only one or two times every other year until tenure
- 38 I just go by the traditional end of the year evaluation.
- 39 Peer visits every two years
- 40 peer visits to classes.
- 41 student evals
- 42 peer visits every two years
- 43 Peer visits to classes every few years
- 44 none other than standard end-of-term student evaluations
- 45 Peer evaluations
- 46 peer visits
- 47 Peer visits to classes and mid-term evaluations
- 48 Occasional peer visits.
- 49 occasional invited visits from departmental colleagues
- 50 Peer visits to classes and lectures
- 51 Peer visits.

- 52 Mid term evaluations, minute papers, student management teams
53 student reaction quality of exams and papers
54 websites not controlled by the university
55 none
56 mid-semester student evaluations, peer visits to classes, observation by head of
Institute for Higher Education on campus
57 I've usually done informal mini-evaluations - 3 weeks into the semester.
58 surveys of student opinion at the end of the term
59 Chief academic officer will visit my class (I serve as dean of humanities so I don't
officially visit my classroom for evaluation purposes)
60 peer class visits
61 peer visits
62 Peer visits to class.
63 I ask the students for feedback at the midterm mark. Their statements just stay with me
and do not go to the honors department.
64 In addition to end of term student evaluations, peer visits take place as part of
promotion applications.
65 Peer evaluation from colleagues in the History Dept. and Dept. Chair
66 none
67 none
68 Beginning, middle, and end of semester surveys.
69 none, unless you count my office being used as a "student lounge," much to my
chagrine at times!
70 Traditional end of semester evaluations
71 In additional response to Q33, student assessment through learning objectives will
soon become mandatory at my college. I have always used such objectives. How else
can students understand what is expected of them--and of me? I always let the students
have some fun with informal mid-term evaluations where they tell me what to START
(what's not happening in class), STOP (what they do not like about the class), and
CONTINUE (what they like) doing. I pay attention to their comments and take action
on some issues. The Chair of the History Department and the Associate Dean of the
School of Liberal Arts both visit my classroom for teaching evaluations. We are
discussing peer visits.
72 Only student feedback, requests
73 Only end of term evaluations
74 Teaching evaluations only.
75 Mid-semester student evaluations (my choice - not required by the university or
department); visits by faculty and grad students to the class
76 None
77 Only the traditional end-of-semester
78 none at these advanced stages of my career
79 None
80 rateyourprofessor.com
81 Most of the above
82 Only end-of-year anonymous evaluations by students but students are encouraged (in
or out of class) to raise "problems."

- 83 We're just re-starting peer evaluations. This fall I'm going to try the one-minute evals by students weekly (or after each class).
- 84 Peer visits
- 85 No evaluations other than student course evaluations at the end of the course. Part of my merit pay increase is based on my effectiveness as a teacher, so the department peer evaluation committee assesses my teaching.
- 86 Peer visits to classes
- 87 Peer visits.
- 88 mid-term student evaluations
- 89 mid-term students evaluations; regular peer visits; pedagogy classes offered in the department.
- 90 Peer visits
- 91 no formal evaluation process
- 92 My department director visits my class and evaluates my teaching.
- 93 Peer visits to classes
- 94 none
- 95 Peer review
- 96 none beyond traditional evals
- 97 Peer visits to class
- 98 Only student evaluations - although the popularity of the courses with students is always noted

35. With enough time and resources, what would you like to do differently, if anything, in terms of topics/themes/frameworks, materials, assignments, in-class activities, evaluation, or other?

- 1 Much more discussion
- 2 Survey students 5 or 10 years after graduation and ask them what they they learned in college that has been most useful to them, and why, and what changes tghey'd suggest.
- 3 my goal next year is to get my large fp call on power-point
- 4 some game playing--as teaching method
- 5 more small-group activities
- 6 in-class, small group, more student-centered
- 7 More audio/visual materials
- 8 More fully integrate technology and critical thinking exercises.
- 9 I'll dream a little. I'd like a year off to rethink my US since 45 course to try to get a handle on full meaning of the implosion of the USSR, the rise of the EU, and of course 9/11.
- 10 internet/web use.
- 11 Have more class sessions
- 12 Give students access to Internet in class, design assignments around Internet
- 13 Expose students to a wider range of views from outside the US
- 14 I'd like more time to think and read.
- 15 Mock UN/OAS assignments
- 16 I am always looking for ways to generate more discussion and interaction between the class and myself, as well as between classmates

- 17 More methodology, historiography, discussion of different approaches More time to coach students on doing primary source research & analysis
- 18 Catch up on my journal reading, and update the assigned readings in my courses
- 19 Divide the Diplomatic Survey in two, assign term papers with the assurance that plagiarists could be penalized.
- 20 spend more time on each individual topic
- 21 More class participation/discussion
- 22 More seminars with small groups
- 23 INcorporate more guest speakers into the class.
- 24 Some classroom projects
- 25 I would like to demand more reading and writing by the students, but they are severely challenged by the military system for their time.
- 26 More short papers assigned to assess key themes in course
- 27 more interaction with students
- 28 Pie in the sky? I'd like to bring in policy-makers former and current.
- 29 More discussion in class. More directed research into issues.
- 30 Because I am in the quarter system, time for independent research is always limited. Ideally, I would require more primary source research.
- 31 I would like to present students with more direct access to primary materials.
- 32 Have students write more, either analyses of secondary materials or history papers based on primary source research.
- 33 add variety to modes on instruction
- 34 fabulous prizes for students who read and think?
- 35 just about everything - critically short on time to deliver wide area of history in short periods of time
- 36 Spend more time on how to do research and write effectively
- 37 Internet
- 38 -more readings -more activities based around carefully-crafted and intellectually-stimulating multimedia websites
- 39 Expand students understanding of the nations which are effected by United States foreign policy and explain the interactions between regions, nations, and societies in more expansive ways.
- 40 More variety in reading assignments (textbooks are chosen by a committee)
- 41 Nothing transformative
- 42 more indepth on the personalities behind diplomacy, the public response to diplomatic/foreign policy decisions
- 43 I would like to have guest lecturers who are specialists in various fields of foreign affairs.
- 44 Wish we had better secondary works on Reagan through Bush II years
- 45 assign a longer student reading list
- 46 more discussion and group
- 47 incorporate more technology
- 48 As I lecture, I write my notes in Word, simultaneously projected on large screens to the class, incorporating comments and questions, then save everything at the end of the day in the Blackboard site so students have two sets of notes. I would prefer to continue doing this, but have my two TAs also with live access to computer projection,

so they could project followups, additional information, etc. live in real or near-real time, and adding all that into the website at the end of the day--for example, if I get into a 10 minute answer to a question about the Atlantic Cable, not only would my answer appear in writing on the screen as I speak (that already happens, as I type while I answer) but the Tas could also respond in real time on their own projection screens with images of the Atlantic Cable, links to relevant websites, etc, etc, etc. In short, I already do live real-time or near-real time projection of lectures with lecture notes written as the lecture is given, supported by images, video clips, etc. and I would like to bring that live real-time capability to my TAs so we had not one, but 3 live screens of information going at once during the lecture-discussion of a typical day.

- 49 I can't effectively address these questions because I will not teach this class until next semester.
- 50 I wish I had more time to work w/ my students on writing style/grammer, but b/c of the number of papers I have to grade, I mostly focus on content & comprehension of the assignment.
- 51 I am satisfied with what I am accomplishing
- 52 I would like to read more documents and primary sources
- 53 Ideally, classes would be smaller, making possible a different balance of classroom activities. I would also like to see my department adopt stricter standards on prerequisites, so that I could count on students in upper-level foreign relations classes having solid background in basic U.S. history.
- 54 More in-class instruction in writing. I have found that recent "reforms" in high school (i.e., standards of learning tests) have resulted in drastic deterioration of student abilities to write clear and well-supported argument. Increasingly I am taking class time to discuss basics of paragraph structure and logical construction of arguments using historical evidence.
- 55 More evaluation over the course of the semester. Currently only the resources for one assignment on each module.
- 56 I think it is hard to break from the traditional lecture format when you are facing more than 100 students. So I would like to know what to do differently to accomplish that aim.
- 57 Would like to design group projects in international history, exploring issues, events, etc. from multiple perspectives, run more case studies and simulations
- 58 more student group activity
- 59 no
- 60 more small group activities, unfortunately impossible due to understaffing
- 61 field trips to presidential libraries or archives
- 62 Topical approaches to survey courses
- 63 Shift - and probably reduce - wriing assignments.
- 64 get past the end of the cold war and deal more extensively and effectivly with the post 1991 period, the new american empire
- 65 I would like to make better use of electronic resources and video and pictures in the class room. I would also like to be able to more carefully re-work larger portions of the course every two years.
- 66 I'd like students to have more opportunity to understand archives and to work with primary sources. I'd love to take them to NARA.

- 67 Make better use of A/V materials and primary documents
- 68 Right now, I'm incorporating a lot of new material [one phrase deleted]. Once I have done that, I am going to sharpen the focus a bit in terms of key points I want to emphasize to the class.
- 69 Do more work in class with the interpretation of primary source documents.
- 70 in the diplomatic history course, I'd like to introduce more audio-visual and web materials (with time, I will); perhaps more primary sources; perhaps a research paper
- 71 More activities on how to interpret and use primary documents in lecture course, before they get to the research seminar.
- 72 Go into greater depth on the dilemmas of decision making on foreign policy
- 73 Right now, I'm pretty happy with what I'm doing. I'd very much like to have resources to invite more guest speakers.
- 74 More discussion among the students
- 75 I would like to use more electronic resources but frankly because I plan to retire in the next two years I do not have the motivation
- 76 assign research papers. My classes are very popular-but way too large. Of course, courses on U.S. foreign relations are very popular throughout US.
- 77 I'd like to have a course where World War I was neither the beginning nor the end of the story, and thus could be treated as a more coherent whole.
- 78 None at present but more use of electronic material as it becomes available.
- 79 none
- 80 More attention to recent history, more opportunity to develop research and writing in depth.
- 81 nothing
- 82 More group assignments
- 83 I would like students to be better prepared in previous courses to be critical of popular theories (e.g. rational choice, neo-realism) and to better understand the basic logic of explanation.
- 84 I would like to have more photos readily available on power point to show leaders, treaty signings (e.g. Yalta photo), disasters, etc. Now, it's too cumbersome to retrieve these photos from the web or even a cd collection.
- 85 Have outside discussion sessions, but there are not enough TAs.
- 86 If I could teach smaller classes, I would structure the courses so that there was more discussion and more short writing assignments based on analysis of either primary documents or short secondary works.
- 87 Bring more visiting speakers with senior-level policy-making background, and former military/combat experience, to talk to my students. But being in Britain, this is a major cost problem !
- 88 Would like to teach more upper level courses - right now I only have taught one in 9 years.
- 89 engage students one-on-one and in smaller groups more often.
- 90 I am quite happy with the resources
- 91 WITH ENOUGH TIME, I would like to do more in-class analysis of primary documents (integrated with context from lecture).
- 92 I would like to try a new writing assignment as well as do more student participation activities. Also, I would find more time to help them improve their often poor writing

skills.

- 93 more papers and research time for students, more reading and discussion
- 94 More writing and critical reviews.
- 95 do more interdisciplinary course work to cover more defined time periods from multiple perspectives including art, literature, and science in particular
- 96 Perhaps more audio resources, but unclear where to locate them (I'm in the UK)

36. SHAFR AND TEACHING

The SHAFR Task Force on Teaching is considering recommending to the SHAFR Council a number of initiatives to promote and support teaching, such as a regular column in *Passport*, workshops or programs at annual meetings, and the like. A "Syllabus Initiative" has begun, is growing, and is accepting contributions at <http://www.shafr.org/syllabusinitiative.htm>.

What topics would you most like to see addressed by these activities (e.g., use of particular documents or types of documents, especially worthwhile audiovisual products, bibliographic instruction combining the traditional with the modern electronic library, innovative assignments or in-class activities, etc.), and in what venues?

- 1 audiovisual and how-to usage of computer/internet resources
- 2 Survey students five or ten years after graduation and ask them what they learned in college that's been especially worthwhile, and why; and what changes they'd suggest.
- 3 all of the above
- 4 audio-visual products; possible game playing
- 5 All the above
- 6 innovative assignments, particularly ones that wouldn't worsen my already onerous grading obligations.
- 7 updated list of useful websites: especially those including primary source material
- 8 Web site evaluations, updated historiographical essays, innovative classroom projects.
- 9 As a long in the tooth community college teacher I'd obviously like to see more "How I Teach" essays in *Passport*. Maybe for each edition of *Passport* a Teaching Committee member could assign a topic or two, for example, Kennedy, Khrushchev, and Berlin, and ask for 500 to 1000 word essays on how some members teach that topic. I could also use some help finding some good movies. I just don't have time to sort out the worthless from the enlightening.
- 10 innovative assignments
- 11 innovative assignments in class activities - at the SHAFR conference
- 12 A SHAFR web site that would offer not just links to other sites that have primary materials, but primary materials themselves, which would include anything in the public domain such as maps, charts, photos, documents, etc.
- 13 All of the above sound worthy. Section on diversity ethnic, gender, class issues and their impact on the profession
- 14 Use of technology
- 15 effective use of documents in class, new audiovisual products, in-class activities that

- emphasize interactive learning, possible group assignments
- 16 sharing successful assignments, approaches to topics with examples of sources used
- 17 I'm a teaching workshop junkie, but most of these are pedagogical. I remember attending a workshop at SHAFR on teaching the Vietnam War; my readings for that course come largely out of that. Maybe having course specific panels would be a good idea.
- 18 U.S. and the Middle East (all of the above mentioned)
- 19 how to teach the history of U.S.-foreign relations to the student body whose opinions are deeply affected by 9/11 and the war on terror
- 20 All
- 21 In-class simulations
- 22 The bibliographic collection put together and marketed by SHAFR two years ago was helpful. add that to database. Additionally, a five-year index of Diplomatic HIstory would be useful to my students in upperlevel classes.
- 23 Use of particular types of documents Especially Worthwhile audio-visual products
- 24 Innovative assignments, what audiovisual products that can used in class in a PowerPoint presentation, and bibliographies of what is available on the web.
- 25 no opinion
- 26 All the listed topics would be GREAT.Also: assessing Web sites; "lessons learned" from long-time successful professors.
- 27 innovative assignments, a/v products; articles, columns, panels/programs at meetings
- 28 It would be very valuable to students to have bibliographies of reasonable size (i.e., less than Burns/Beisner) on various topics. E.g.: Twenty books on the Cold War. Ten books on NGOs. Ten on gender and foreign relations. These need not (cannot) be definitive, but merely suggestive, to give students an idea where to start.
- 29 I think this survey is a good beginning. I'm sure you will see needs come out of it (as in my request for a directory of educational resources/websites/documents organized by issue). Peer sharing of assignments is also a plus -- perhaps they can be catalogued for access anytime.
- 30 [The respondent would like to see a regular column on teaching appear in *Passport*] Teaching awards would be good also.
- 31 It would be terrific to see more essays in *Passport* or DH, and SHAFR panels devoted to the art of teaching. I have always felt that those of us at liberal arts colleges are on the fringes of SHAFR
- 32 Course structure recommendations Course content modifications recommendations for websites
- 33 Information about and evaluation of online resources.
- 34 suggestions for new methods of teaching specific topics
- 35 all of the above sounds like progress
- 36 all of the above - I like the idea very much!
- 37 Evaluation of specific websites
- 38 -innovative assignments and in-class activities -av product reviews -documents on-line
- 39 I think the most underrepresented area of study is that of the decolonization process and the rise of nationalism across the world. Ideas for presenting a broader discussion of colonialism and postcolonialism would certainly interest me. Equally, I would find any discussion of pedagogy in *Passport* effective and I agree with the

- recommendations.
- 40 Topical reports: such as, what makes a good lecture, how to conduct a successful discussion, how to put together a useful PowerPoint presentation, how to structure a good assignment, how to comment on papers in a USEFUL way, etc.
 - 41 novel ways to approach certain topics; examples of interesting/different assignments; lists of monographs undergraduates can grasp and will read. This could be presented at the SHAFR or even through special email - teaching bulletins.
 - 42 I would like to see greater access to Presidential papers regarding past Foreign Policy initiatives, either online transcripts or a collection in print.
 - 43 I'd have to see some specifics before I could tell if ideas would be useful.
 - 44 Useful audiovisual materials.
 - 45 I teach at a master's level only school, so I did not answer these questions, since they were designed to evaluate undergraduate teaching. I thought part II would cover graduate level teaching.
 - 46 A new Vietnam War video/dvd series Gulf War and Beyond video/dvd series
 - 47 audiovisual products and some decent secondary sources, i.e. entertaining for the first half of the US foreign relations survey
 - 48 Worthwhile audiovisual products Bibliographical instruction
 - 49 Increasing online availability of any and all primary research materials, print and on-print, everything.
 - 50 A more extensive web portal dedicated to teaching resources and links.
 - 51 electronic media availability
 - 52 Bibliographic instruction combining the traditional with the modern electronic library
 - 53 Incorporating non-American sources (i.e., communist bloc sources) into teaching. Discussion of AV materials. Anything on the 18th and 19th centuries, where I have found teaching resources very hard to find.
 - 54 Innovative Assignments -- not easily plagiarized via the Internet or other means
Techniques for spurring informed discussions
 - 55 Innovative teaching in the classroom
 - 56 To explore the intersection between domestic and foreign policy. In other words, tips on integration.
 - 57 I would like to see SHAFR members write teaching units focused on particular themes (culture, gender, etc.) or events/issues like the pew case studies (Guatemala 1954, human rights), but with more documents and other sources for students to engage with, questions for analysis, suggestions for video/movies. Putting DH articles in the History Cooperative would also be nice.
 - 58 film recommendations
 - 59 More on pedagogy that incorporates different disciplines into the field of historical inquiry. The move toward multidisciplinary teaching and research is important.
 - 60 how to teach research methods in interantional relations history, outlines of small student-projects etc.
 - 61 how to obtain primary resources/documents for senior seminars in foreign policy for small schools with limited budgets.
 - 62 My courses reflect my belief that U.S. diplomacy and military history should be integrated into a global framework.
 - 63 I like the short articles that connect sources to teaching methods - like Robert Shaffer

- on Guatemala. Also, I'd be interested on how other historians teach 9/11 and after.
- 64 all of the above
- 65 identification of good document collections and use of them, worthwhile audiovisual products, innovative writing assignments
- 66 All of the above sound good. I really have not thought a lot about it.
- 67 primary documents on line translations of foreign language documents
- 68 I am always interested in seeing how other teachers organize their courses. Syllabi with comments would be helpful.
- 69 Audiovisuals always welcome, particularly if in an easily accessible and known location for technophobes like me.
- 70 A listing of AV materials (films, documentaries) for particular topics would be great. A listing of literature, especially novels, related to particular topics would be good to have as well.
- 71 I would like to see a list of recommended resources accompanied by a brief commentary from the prof as to how the resource was used. The list might include texts, monographs, document collections, novels, memoirs, films, music, etc.
- 72 information about electronic sources
- 73 I would like to see SHAFR encourage faculty to get away from the lecture/test, lecture/test method of teaching that is so destructive of student interest in the study of History and Social Science/Humanities topics. I would also like SHAFR to encourage interactive instruction and interdisciplinary approaches to the study of History
- 74 perhaps how to introduce more social history into standard topics--gender, popular culture; oh, I definitely think a review of documentaries or films would be great (re feature films, especially how to read a film historically)
- 75 Uses of documents, reviews/recommendations of AV materials
- 76 All of the above - I always need fresh ideas
- 77 Innovative assignments, worthwhile audiovisual products, particularly useful web sites and digitalized collections
- 78 innovative assignments and in-class activities
- 79 Worthwhile audiovisuals, electronic resources
- 80 I support the project. I am always interested in new ideas and will pay attention to what SHAFR has to offer.
- 81 While all of the above suggestions are attractive to me as a new instructor, I would, I think, be most interested in hearing about how people are incorporating aspects of international affairs that fall outside the traditional scope of the State Department, government, etc. - economic, social, and cultural aspects of international affairs conducted by private or semi-private individuals or organizations. I'd also be interested in how professors that work at institutions with foreign service schools - and those of us that have students interested in State Department or other governmental/international careers - might use their classes as a space for practical training.
- 82 Use of particular documents or types of documents
- 83 all of the above
- 84 Yes: use of documents, audiovisual products, bibliographic instruction...
- 85 All the topics listed above would be great!
- 86 I'd like to see sessions at SHAFR conferences about teaching. Other major professional

associations have such sessions. Topics to be addressed could include new electronic resources and new kinds of assignments that electronic access makes available. I'd also like some attention to readings that have been particularly successful. I'm always looking for books and articles that stimulate student interest.

- 87 How to make foreign policy interesting to those who are not enamoured of it.
- 88 worthwhile av products; innovative assignments or in-class activities. I think including a section in Passport and having a section or two at the annual meetings would be very useful.
- 89 innovative in-class activities, student learning assessment, especially when reading documents.
- 90 First, I heartily support initiatives to support teaching. I think that a regular column in Passport is an excellent idea, and would welcome the chance to contribute. I think that SHAFR would benefit from some panels dedicated to teaching as well. In regard to topics, I think that all of the topics listed above are worthwhile of study, particularly in combination with each other. For example, I would be interested to hear about innovative assignments using primary documents. I have incorporated a variety of these into my courses, and would like to get ideas from others on what works and what does not.
- 91 Use of Internet for research
- 92 Discussion of different techniques of teaching, successful writing assignments and testing methods, and most useful books/articles to assign
- 93 the syllabus idea is a good one
- 94 Use of particular documents and innovative assignments would be great
- 95 Innovative assignments Bibliographic instruction
- 96 document use, use of technology, assignment sharing (including in-class activities, good AV items would all be good topics. The Passport column would be good, esp. focused on teaching, encouraging presentations at the annual meetings (perhaps even an open sharing session), or update "column" distributed via H-Diplo.
- 97 Audiovisual resources, bibliographic instruction, especially especially electronic sources