

Galen Murray
Ph.D. Candidate
Dept. of Political Science
UCLA

Evidence of Teaching Effectiveness

At UCLA, I have taught 17 courses in three different departments (Political Science, International Development Studies, and Communication Studies). The most rewarding aspect of my teaching career has been to design and lead my own summer course on *Introduction to Comparative Politics*. When teaching, I adopt evidence based strategies to enhance student learning. For example, I use refresher quizzes to reinforce student learning, encourage taking handwritten notes over laptops, and engage in hands-on activities. Research shows these strategies help students retain concepts and master materials.

My teaching also involves a lot of in-class interaction and hands-on work to encourage engagement. In my research methods courses, the statistical concepts may seem ancillary to what initially piqued students' interest in social science. This can lead to disengagement. I've found two strategies particularly helpful in bridging this interest gap. First, in-class activities and group exercises help to break-up the lecture and allow students to raise questions in a safer environment. For instance, when teaching sampling distributions, I use a hands-on approach by having students sample candy directly from cups and create the sampling distribution of the mean themselves. This technique increases knowledge retention¹ while allowing additional opportunities to discuss finer points of sampling variability. Second, I've found that adding real world incentives boosts student engagement. As a Teaching Fellow for Methodologies in Communication Research, I start the course by discussing current job advertisements for communication majors that require the same research skills they would gain over the coming weeks.

Outside of the classroom, I have experience mentoring undergraduates. In my research methodology courses, I have advised dozens of undergraduate research projects. Often I hold extra office hours to help students develop their research questions, causal theories and fine-tune survey designs and measurement. I have also informally advised undergraduates on career trajectories, writing letters of recommendation for external programs and law school. I hope to transfer these skills to Chapman in advising both undergraduates and Master students in International Studies. Given that the internship serves as a crucial cornerstone of the Master's in International Studies, I would be happy to leverage my research network to connect students with opportunities abroad. I have contacts at NGOs, research institutions, policy impact evaluators (e.g. Jameel Poverty Action Lab, IdInsight) and government offices across India. I look forward to the opportunity to help students make connections abroad and gain a foothold in the Indian policy and/or research community.

I feel capable of teaching a broad range of courses, including comparative politics, political economy of development and research methods. Whenever possible, I try to give students experience conducting their own research and data analysis. To this end, I hope to design a course on Fieldwork and Research Design that I think might fit particularly well within the curricula for the Master's in International Studies. This course will combine elements of qualitative fieldwork and hypothesis generation in the first half, with instruction in collecting and analyzing data from the field in the second half. In addition, I aim to teach a course on South Asian Politics and a seminar on Corruption and Criminal Elements in the State.

¹Dyck, Jennifer L., and Nancy R. Gee. "A sweet way to teach students about the sampling distribution of the mean." *Teaching of Psychology* 25.3 (1998): 192-195.

As evidence of my teaching effectiveness, please refer to the following materials. The table below displays the mean evaluations for all classes I've taught at UCLA. I've included all raw review scores, comments and the syllabus from when I served as the Instructor of Record for Introduction to Comparative Politics (Summer 2016). I'm happy to provide teaching evaluations for other courses upon request.

Instructor Evaluations

Mean Score	Quarter	Course
7.9	Summer 2016	PS 50 Intro to Comparative Politics
7.9	Summer 2019	PS 50 Intro to Comparative Politics

* Scores range from 1-9, with 9 being most effective.

Teaching Fellow Evaluations

Mean Score	Quarters	Course
8.3	Fall 2012	PS 6 Intro Data Analysis
7.6	Winter 2013	PS 120A Foreign Relations
8.2	Spring 2013	PS 124A Intl. Political Economy
5.1	Fall 2013	PS 167D Pol. Inst. & Econ Dev.
N/A	Winter 2014	IDS 150 Econ Dev.
7.6	Fall 2015	PS 20 World Politics
7.7	Winter 2016	IDS 130 Econ Dev. Country
8.0	Spring 2016	PS M167C Political Econ Dev.
7.8	Fall 2018	PS 139 Politics of Migration
7.2	Winter 2017, Fall 2017, Spring 2018, Winter 2019, Spring 2019	Comm 150 Research Methods

* Scores range from 1-9, with 9 being most effective.

* N/A indicates evaluations were never received from registrar

Selected comments from when I served as the Instructor of Record for PS 50 Introduction to Comparative Politics (Summer 2016). All comments for this course are in the attached materials.

- Galen's energy and passion is shown through his lectures and makes me want to know more about the topics covered. He helps students connect topics to real life situations which makes the class more enjoyable. I'm sad that this class will end so soon because I really enjoyed it and hope to have him for another course or at least have him teach others.

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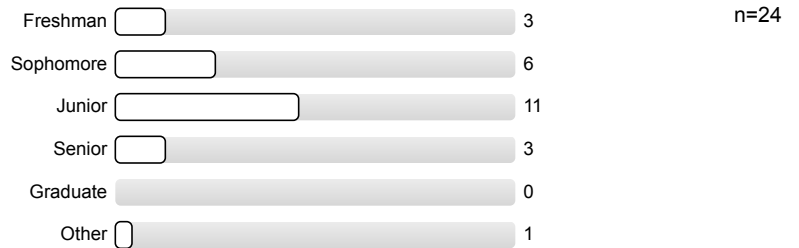
- Great professor! Powerpoints are very helpful and give the perfect amount of information, readings are doable and not too difficult, exams are fair, movie he played was very engaging and interesting. Overall, he is a very approachable, qualified, and captivating teacher. Enjoyed his class very much.
- Great professor, especially the smile Professor Murray has during topics that the professor is obviously very passionate about! Good luck with your future endeavors and I wish you much success! You will be an excellent full professor one day.
- I enjoyed the lecture and discussion component of this class: even though it was a 2 hour long lecture, I felt like I learned a lot and that the lecture really worked to reinforced the reading. The assigned reading was very helpful, as we were not only reading textbook chapters-- like in many other lower division political science classes that I have taken-- but we were also reading research work, in contemporary political science research. Reading this research helped to supplement my knowledge of the work and provided a rewarding challenge in attempting to draw out the main assertions of the piece. The main weakness I saw with the course was that it was REALLY fast paced, but this is understandable because of the fact that this is a summer class with only 6 weeks of time to cover a lot of material. Overall, this was a very enjoyable lower division Political Science course and Professor Murray was really determined in answering all of my questions and helping me outside of class, so that I could better understand the material.
- I loved the fact that he was really passionate about his work in Indian politics and consistently interwove his knowledge in that area to what he taught in lecture. Best teacher ive had yet.
- I truly enjoyed learning under Galen's instruction. His master of the subject and his focus on the welfare of the students was evident in everything he did. Amazing human and an amazing professor
- Professor Murray made Comparative Politics, an obviously extensive and far-ranging field within Political Science, understandable and palatable within the six week time restraint--and so, much praise is certainly due. I sincerely appreciated Professor Murray's approachability and more importantly, appreciated his efforts to make a summer class engaging and worthwhile. Overall, a great professor.
- Professor Murray made us feel welcome in speaking out in class. One thing that helped me to do well in his class was his clarity in communication as well as his highly organized lecture presentations. I like that he integrated his work that he does outside of teaching because not only was he passionate and well knowledgeable about it, but it helped us to see the material that he was teaching in practice. I hope that Professor Murray will teach future courses because it he is able to make very dense concepts simple so that we could gain a better understanding.



G.P. MURRAY
Evaluation of Instruction Program Report
 161: POL SCI 50 LEC 2: INTRO-COMPRTV PLTCS
 No. of responses = 24
 Enrollment = 26
 Response Rate = 92.31%

1. Background Information:

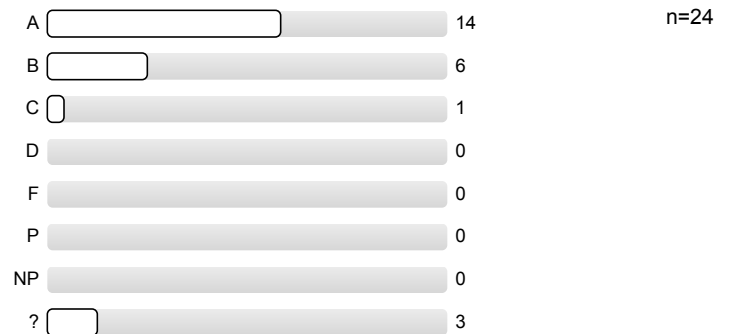
1.1) Year in School:



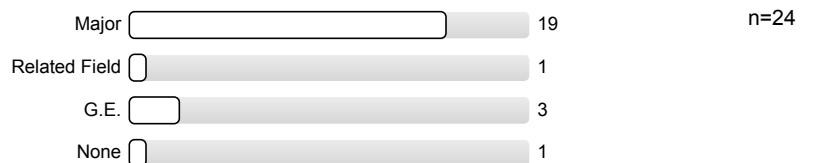
1.2) UCLA GPA:



1.3) Expected Grade:



1.4) What requirements does this course fulfill?



2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.	Very Low or Never	0 0 0 1 1 3 7 7 5 1 2 3 4 5 6 7 8 9	Very High or Always	n=24 av.=7.38 md=7.5 dev.=1.31
2.2)	Organization – Class presentations were well prepared and organized.	Very Low or Never	0 0 0 0 1 1 5 8 9 1 2 3 4 5 6 7 8 9	Very High or Always	n=24 av.=7.96 md=8 dev.=1.08
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never	0 0 0 0 2 3 5 6 8 1 2 3 4 5 6 7 8 9	Very High or Always	n=24 av.=7.63 md=8 dev.=1.31
2.4)	Communication Skills – The instructor had good communication skills.	Very Low or Never	0 0 0 0 0 3 6 9 6 1 2 3 4 5 6 7 8 9	Very High or Always	n=24 av.=7.75 md=8 dev.=0.99
2.5)	Value – You have learned something you consider valuable.	Very Low or Never	0 0 0 0 1 1 4 8 9 1 2 3 4 5 6 7 8 9	Very High or Always	n=23 av.=8 md=8 dev.=1.09 ab.=1
2.6)	Overall – Your overall rating of the instructor.	Very Low or Never	0 0 0 0 0 0 7 7 10 1 2 3 4 5 6 7 8 9	Very High or Always	n=24 av.=8.13 md=8 dev.=0.85
2.7)	Overall – Your overall rating of the course.	Very Low or Never	0 0 0 0 0 1 8 7 8 1 2 3 4 5 6 7 8 9	Very High or Always	n=24 av.=7.92 md=8 dev.=0.93

3. Your View of Course Characteristics:

3.1)	Subject interest before course	Low	8 9 6 1 2 3	High	n=23 av.=1.91 md=2 dev.=0.79 ab.=1
3.2)	Subject interest after course	Low	1 8 15 1 2 3	High	n=24 av.=2.58 md=3 dev.=0.58
3.3)	Mastery of course material	Low	0 11 13 1 2 3	High	n=24 av.=2.54 md=3 dev.=0.51
3.4)	Difficulty (relative to other courses)	Low	1 17 5 1 2 3	High	n=23 av.=2.17 md=2 dev.=0.49 ab.=1
3.5)	Workload/pace was	Too Slow	0 21 3 1 2 3	Too Much	n=24 av.=2.13 md=2 dev.=0.34
3.6)	Texts, required readings	Poor	0 16 8 1 2 3	Excellent	n=24 av.=2.33 md=2 dev.=0.48

3.7)	Homework assignments		n=18 av.=2.22 md=2 dev.=0.43 ab.=6
3.8)	Graded materials, examinations		n=24 av.=2.38 md=2 dev.=0.49
3.9)	Lecture presentations		n=24 av.=2.58 md=3 dev.=0.5
3.10)	Class discussions		n=21 av.=2.38 md=2 dev.=0.67 ab.=3

4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Galen's energy and passion is shown through his lectures and makes me want to know more about the topics covered. He helps students connect topics to real life situations which makes the class more enjoyable. I'm sad that this class will end so soon because I really enjoyed it and hope to have him for another course or at least have him teach others.
 - Great professor! Powerpoints are very helpful and give the perfect amount of information, readings are doable and not too difficult, exams are fair, movie he played was very engaging and interesting. Overall, he is a very approachable, qualified, and captivating teacher. Enjoyed his class very much.
 - Great professor, especially the smile Professor Murray has during topics that the professor is obviously very passionate about! Good luck with your future endeavors and I wish you much success! You will be an excellent full professor one day.
 - Great, engaging lecturer! I think more class discussion would be beneficial
 - I enjoyed the lecture and discussion component of this class: even though it was a 2 hour long lecture, I felt like I learned a lot and that the lecture really worked to reinforced the reading. The assigned reading was very helpful, as we were not only reading textbook chapters-- like in many other lower division political science classes that I have taken-- but we were also reading research work, in contemporary political science research. Reading this research helped to supplement my knowledge of the work and provided a rewarding challenge in attempting to draw out the main assertions of the piece. The main weakness I saw with the course was that it was REALLY fast paced, but this is understandable because of the fact that this is a summer class with only 6 weeks of time to cover a lot of material. Overall, this was a very enjoyable lower division Political Science course and Professor Murray was really determined in answering all of my questions and helping me outside of class, so that I could better understand the material.
 - I loved the fact that he was really passionate about his work in Indian politics and consistently interwove his knowledge in that area to what he taught in lecture. Best teacher ive had yet.
 - I really enjoyed the lecture formats. I liked the powerpoint presentation format because it was easy to follow and the lectures weren't straying away from the lessons of the lectures. I really enjoyed this class! :)
 - I truly enjoyed learning under Galen's instruction. His master of the subject and his focus on the welfare of the students was evident in everything he did. Amazing human and an amazing professor
 - My first college class, so my comments may be squewed.

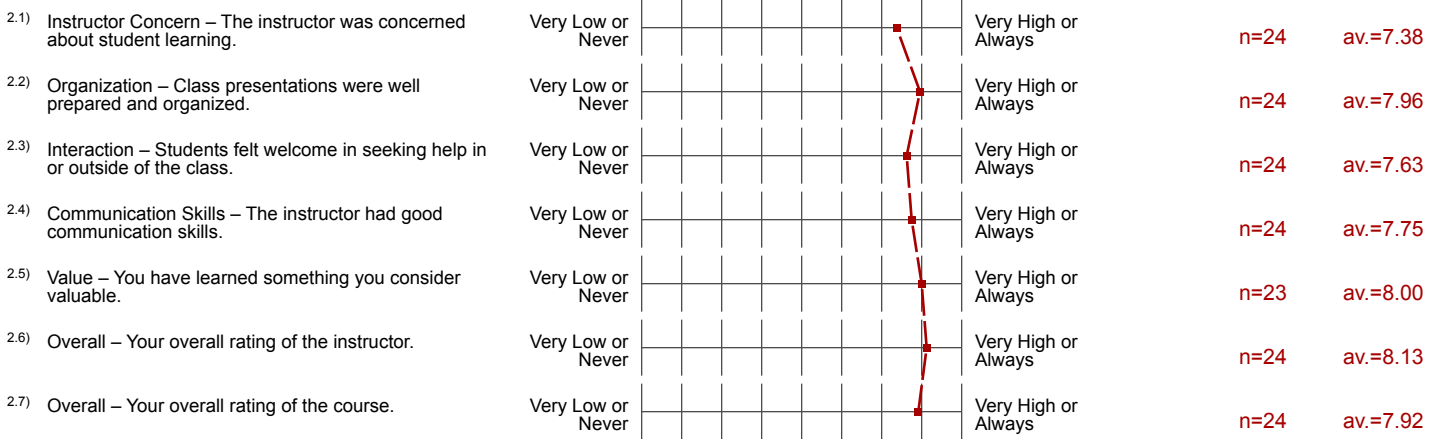
- Pretty cool dude.
 - Professor Murray is a good Professor. Sometimes the readings are just too broad and hard to understand. I prefer to learn from the lectures rather than readings.
 - Professor Murray made Comparative Politics, an obviously extensive and far-ranging field within Political Science, understandable and palatable within the six week time restraint--and so, much praise is certainly due. I sincerely appreciated Professor Murray's approachability and more importantly, appreciated his efforts to make a summer class engaging and worthwhile. Overall, a great professor.
 - Professor Murray made us feel welcome in speaking out in class. One thing that helped me to do well in his class was his clarity in communication as well as his highly organized lecture presentations. I like that he integrated his work that he does outside of teaching because not only was he passionate and well knowledgeable about it, but it helped us to see the material that he was teaching in practice. I hope that Professor Murray will teach future courses because if he is able to make very dense concepts simple so that we could gain a better understanding.
 - Professor Murray possesses exceptional knowledge in the Political Science field. His youth may shed some sense of shyness towards the class, but Murray's quick responses to emails and in-class questions will blanket any idea of his being timid. I enjoy this professor's lectures and hope he continues to share his ideas and creativity to more students.
 - Really good course and very well taught - would love to take another class with Murray!
 - The instructor didn't really address many of the conflicting subjects in the course material adequately. He also was sometimes confusing in lecture.
 - The pace of the class was fairly quick but that is to be expected when 10 weeks of information is crammed into a 6 week summer session. The instructor did a good job at presenting key information in an easy to understand way given the time limitations. The class was structured well with organized in class lectures that were supplemented by an understandably lengthy amount of outside readings. Outside readings were relevant to course material for the most part and provided real world context to in class concepts. I did feel that a lot of outside material focused on India and was very interesting, but it would have been better to read material from different parts of the world to gain a better understanding of politics around the globe. However, given that the instructor is pursuing research in India, it is understandable that these sources come from a familiar subject area that the Instructor was very knowledgeable about and willing to share his experiences. Tests and quizzes were fair and fairly tested students' knowledge of what was taught in the course.
- Bonus for understanding the struggles of students sitting through a two hour lecture and allowing a quick 5 minute break to allow students to stretch and refocus on the second half of lecture.
- Very well spoken and engages the class very well.

Profile

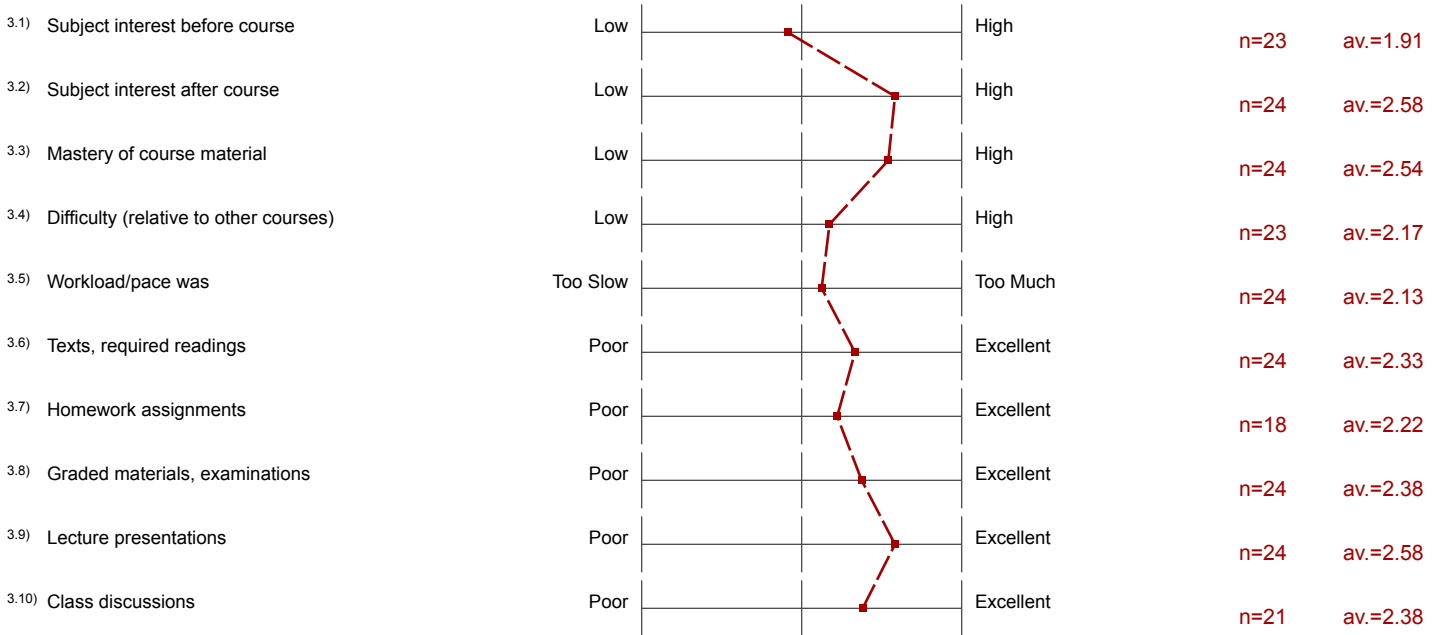
Subunit: POL SCI
 Name of the instructor: G.P. MURRAY
 Name of the course: 161: POL SCI 50 LEC 2: INTRO-COMPRTV PLTCS
 (Name of the survey)

Values used in the profile line: Mean

2. To What Extent Do You Feel That:



3. Your View of Course Characteristics:



Political Science 50: Introduction to Comparative Politics

Tuesday and Thursday, 1:00 -3:05, Bunche 1209B

Galen Murray

gpmurray@ucla.edu

3298 Bunche

Office Hours: Thursday 11:00 -1:00

1 Introduction

Welcome to “Introduction to Comparative Politics.” I look forward to meeting you and hearing your thoughts on myriad topics in this survey course. If you have questions please email me at gpmurray@ucla.edu. This is a broad, introductory course and I am certain several topics will pique your interest. At the same time, given the breadth of material, this class will be demanding and fast paced. If you feel overwhelmed, please drop by my office hours, and I will be happy to discuss the material with you.

Course description:

In this course, we focus on the “subfield” of comparative politics, where we will explore why countries vary in their domestic political institutions, the political behavior of their leaders and citizens, their levels and rates of development, and their public policies. In this course, we will focus on several main questions that have long been central to research in comparative politics:

1. How do democratic countries vary in their political institutions and why do these differences matter?

2. Why are some countries democracies and others dictatorships and what are the consequences?

The course is designed to introduce students to key concepts in the field of political science and the methodology through which we can compare political systems. Politics can be studied using rigorous evidence, models and testable theories. In this way, we will move beyond journalistic accounts of current events to analyze the effects of underlying institutional structures. You will learn about the differences between parliamentary and presidential systems, proportional representative versus first-past-the-post electoral systems and the effects of these decisions on political and policy outcomes. We will also analyze policy-making from a theoretical viewpoint, considering the actors involved in the construction of policy and how these actors relate to one another. Finally, we will consider the ways in which political systems and actors can influence economic development.

This course is introductory in that it does not assume prior knowledge of comparative politics. You should come to the class with a desire to learn more about the domestic political systems in countries outside of the United States. You should leave with a set of analytic tools and theoretical understandings that you can use to further examine the political systems of any country.

2 Readings:

We will use an e-textbook for this course. Additional readings are posted on the course website (CCLE). The weekly schedule details the readings you are required to have completed *prior* to lecture.

- e-book: David J. Samuels, *Comparative Politics*. New York: Pearson Press.
- Other articles and book chapters as found on CCLE

3 Course Requirements and Grading

Your grades will be calculated as follows:

1. Course Evaluation 1%

2. Weekly Quizzes 4%
3. Attendance and Participation 15%
4. Midterm 35%
5. Final 45%

4 Schedule

4.1 Week 1: Introduction to Comparative Politics and Regime Type

Lecture 1 (June 21st): Introduction and The State

- CP Samuels Chapters 1, 2 and 3

Lecture 2 (June 23rd): The State and Development Part I

- CP Samuels Chapter 11
- Acemoglu “Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development”
- Easterly *The Elusive Quest for Growth* Chapters 11-12

4.2 Week 2: The State and Development Part II

Lecture 3 (June 28th): Development - Geography and Resources

** Quiz 1**

- Sachs “Nature, Nurture, Growth” in *The Economist*
- Collier *The Bottom Billion* Chapters 3 and 4

Lecture 4 (June 30th): Comparative Authoritarianism

- CP Samuels Chapter 4 and 5
- Levitsky and Way *Competitive Authoritarianism: Hybrid Regimes After the Cold War*, 2010, Chapter 1

4.3 Week 3: Corruption, Violence and Midterm

Lecture 5 (July 5th): Corruption and Violence

****Quiz 2****

- CP Samuels Chapter 10
- Collier *The Bottom Billion* Chapter 2

Lecture 6 (July 7th): **Midterm**

4.4 Week 4: Democratic Institutions

Lecture 7 (July 12th): Executive and Legislative Structures

- CP Samuels Chapters 3 and 9
- Clark, Golder, Golder Chapter 11

Lecture 8 (July 14th): Elections in Democracies and Autocracies

****Quiz 3****

- Clark, Golder, Golder Chapter 12, pp. 464- 507
- Thachil *Elite Parties, Poor Voters: How Social Services Win Votes in India*, 2014, Chapter 1

4.5 Week 5: Representation and Identity Politics

Lecture 9 (July 19th): Decentralization

- Clark, Golder, Golder Chapter 15, pp. 676-699
- Ahmad et al “Decentralization and Service Delivery” 2005, World Bank

Lecture 10 (July 21st): Ethnicity and Gender

****Quiz 4****

- CP Samuels Chapters 6 and 8
- Duflo “Women Empowerment and Economic Development” *Journal of Economic Literature*, 2012

4.6 Week 6: Welfare Politics (in High and Low-income Countries) and Final

Lecture 11 (July 26th): Political Economy of Redistribution

- CP Samuels Chapter 12
- Flowers “What Would Happen If We Just Gave People Money?” *FiveThirtyEight*, 2016
- Matthews “Basic income: the world’s simplest plan to end poverty, explained” *Vox.com*, 2016

Lecture 12 (July 28th): **Final**

5 Academic Integrity

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and

member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the instructor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty.

For greater detail on UCLA's standards for academic integrity please see:

- Student Code of Conduct

<http://www.deanofstudents.ucla.edu/Academic-Integrity>

- Use of Copyrighted Material

<http://copyright.universityofcalifornia.edu/use/index.html>

6 Resources

6.1 Office for Students with Disabilities

UCLA OSD provides “services designed to meet the unique educational needs of regularly enrolled UCLA students with documented permanent and temporary disabilities.” If you need to register with OSD, please visit:

<https://www.osd.ucla.edu/>

6.2 Online

There are many excellent online blogs and news sources on politics around that world that you might enjoy reading:

- <http://america.aljazeera.com/>

- <http://democracyinafrica.org/>
- www.theguardian.com
- <https://www.washingtonpost.com/>
- chrisblattman.com
- vox.com

6.3 Journals

- Some of the major venues for comparative politics research in English are:
 - American Political Science Review
 - Perspectives on Politics
 - Annual Reviews of Political Science
 - World Politics
 - Comparative Politics
 - Comparative Political Studies
 - British Journal of Political Science
 - PS: Political Science and Politics (for research notes and articles on pedagogy)

6.4 Campus Resources

If you have any concerns about:

- Academic Writing: You can make a one-on-one appointment at the undergraduate writing center: <http://www.ugeducation.ucla.edu/counseling/contact-us.html>

- Academic counseling: If you are a non-UCLA student, you can contact the Student Affairs Officer for summer sessions, Lola Green, at lgreen@summer.ucla.edu.
- Mental health: You can speak to a therapist or counselor through the Counseling and Psychological Services (CAPS) services: <http://www.counseling.ucla.edu/>.

7 Learning Outcomes

At the end of this course, students will improve in their ability to:

1. Think critically about basic political processes, institutions, and concepts as these operate in different national and cultural contexts. Evaluate arguments in an impartial fashion after distilling relevant texts to their core arguments.
2. Make written and oral arguments about significant political processes and concepts using appropriate evidence, with sensitivity to opposing perspectives.
3. Demonstrate familiarity with various approaches to the study of politics (including both qualitative and quantitative evidence), and their application to specific questions, puzzles, and debates.