<u>Teaching Philosophy</u>

While at Wright State, I have made great efforts to introduce students to a number of topics in American Politics. I have regularly taught PLS2120, the introductory course for American Politics. I have also taught four courses (Legislative Process, State Government, Politics and the Media, Government of Ohio) that are critical components of our American politics sequence. I have also developed two new courses: a special topics seminar on the Presidential Election of 2016 and an online special topics seminar on Polarization in American Politics. I have shown a willingness to take on new classes and to teach widely across the American politics subfield. My course evaluations from every class that I have taught at Wright State are available on request.

Through all of these experiences, I have developed a teaching philosophy that accounts for the wide range of students' knowledge and experience without making tradeoffs over the rigor of the course. It is essential to: 1) convey information in a way that resonates with different types of learners, 2) actively engages students with the material, and 3) demonstrates that the content has real world applications. Moreover, it is important to invest in students as a mentor and to help them identify and seek opportunities that can fulfill their broader goals.

Since individual students learn material differently, I make efforts to present information in multiple forms. I make it a priority to focus on the real-world relevance of current events while at the same time connecting these topics to research in the discipline. For example, in my class on Politics and the Media, students read an academic article on fake news. Using the online appendix from the authors, I gave the students the same questionnaire that the authors used in their paper during the class that preceded the reading. The questionnaire asked the students to identify whether a headline was true or false and whether they had seen the story during the election and concluded with questions about political preferences and news consumption. When students came to the next class, we discussed their answers and students graded their own performance on the questionnaire. Then, I used that data to demonstrate how the authors would have compiled their data and conducted the analysis. I asked the students to help me at each step as we operationalized the terms and organized the data. This both allowed them to talk about a topic that is relevant in the current environment while also thinking more critically about how one would go about testing the consequences of fake news. As one student wrote in the course evaluations:

> His explanations are always clear, and he spends a lot of his lecture analyzing and breaking down diagrams to explain class concepts. In all classes that I have had with Dr. Hannah, he was always been one to stimulate thinking in his students by making a majority of the class discussion based, where he asks questions about our personal experience as it relates to the material. – Student Evaluation of PLS 4300/6300 Politics and the Media (Fall 2017)

In order to actively engage students, I have included experiential exercises in my class. In my class on Campaigns and Elections this fall, I will have the students conduct an exit poll for precincts in the area. Students will develop hypotheses about voters in the 2018 midterms based on the course material and as a class we will create a survey that students will then conduct on Election Day. After, they will learn best practices for data management and some basic data analysis functions in Excel. The students will write a final paper that will use the exit poll data to test hypotheses that they have developed. My hope is that this experiential learning exercise will be memorable to students and allow them to use a number of different

skills. Moreover, I hope that students see that they can develop a marketable skill and apply the lessons that they have learned from their degree.

It is important that students can connect the topics that we are learning to the broader political and public arena. That is why I try to use current events to motivate discussions about topics that we are learning. For example, in the rights and liberties section of the course, I introduce students to the Black Lives Matter Movement by focusing on the death of Michael Brown. But, I first give students a history lesson and teach them about racial covenants and redlining and how they have affected cities. I then show them maps of the racial differences across the St. Louis metropolitan area followed by property prices on Zillow. We then talk about how these disparities affect policing in places like Ferguson. Finally, I pull up maps of Dayton, starting with the redlined maps, then looking at the racial and economic disparities across the region. The vast majority of our students are from the Dayton area, so it helps them to make sense of the origins of the class and racial differences in their own community. Moreover, it impresses on them the enduring legacy of these policies and helps them to understand that living north of the Mason-Dixon line in the 2010s does not mean that the legacy of racism doesn't tinge our own community. One student noted:

> As an example redlining was a topic we discussed and a few students didn't quite understand the overall view of how it occurred and how it affected the citizens, so Professor Hannah showed us a video that essentially drew a picture of why it occurs and how it truly affected individuals, and he also showed us clips of home buyers and realtors talking about how redlining affected them being able to sell or buy in certain areas. Then after the video he summed everything up for us and we all understood the bigger picture and not only how redlining affected people in the past, but how it still affects people today. – Student Evaluation of PLS2120 American National Government (Spring 2017)

Finally, I have worked hard to improve our department's internship program. When I arrived, the program lacked visibility and few students took advantage of them. After 3 years, I have supervised over 60 internships. I helped to grow our program by contacting community partners and reaching out to my students and students in other classes. In doing so, I have helped students to write resumes and prepare for interviews and given career advice. Now, I have watched several students use these experiences to get jobs in state and local governments and political parties, and to be accepted into law schools and graduate programs. This has been one of the most rewarding parts of my job as I get to watch students light up as they tell me about their new job or what they learned at their internship. It is critical that we understand that our jobs as educators extends beyond the classroom.

To conclude, during my career as an educator, I have had the opportunity to teach and learn from excellent educators as a student, colleague, teaching assistant, and instructor. I have now earned two awards where teaching was a key component: the Denise Haunani Solomon Liberal Arts Outstanding Teaching Award for Graduate Students at Penn State - a competitive college-level award based on my teaching evaluations, teaching philosophy, and letters from former students and the Early Career Achievement Award at Wright State at the college and university level which used similar teaching criteria while also evaluating my service and research. These awards, along with the positive teaching evaluations prove that the strategies I have implemented in the classroom exemplify effective teaching.