



USC University of
Southern California

Individual Report for Instructor Baggott 37976-20171 : IR-407 Chinese Foreign Policy (37976)

USC Student Course Evaluations - Spring 2017

Project Audience 19

Responses Received 11

Response Ratio 57.89%

Subject Details

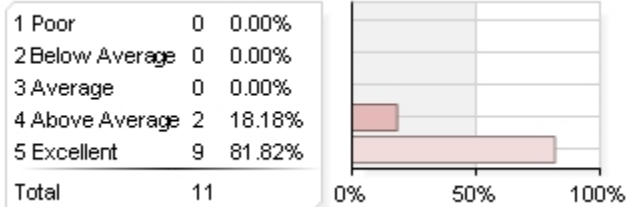
| | |
|--------------------------|---------------------------------------|
| Name | IR-407 Chinese Foreign Policy (37976) |
| Section | 37976-20171 |
| Course_ID | IR-407 |
| Course Type | Lecture |
| Course Department | IR |
| School | LAS |
| Session | 001 |
| First Name | Erin |
| Last Name | Baggott |
| Email | baggott@usc.edu |

Creation Date Sun, Aug 13, 2017



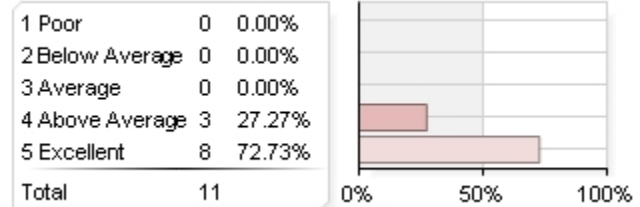
How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



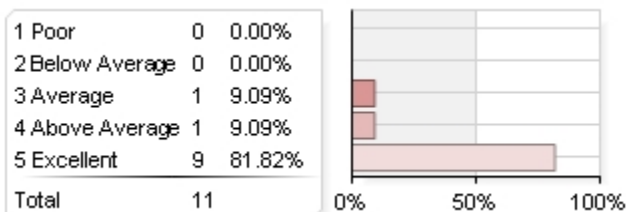
| Statistics | Value |
|--------------------|-------|
| Mean | 4.82 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.40 |

2. Organized course to achieve those goals.



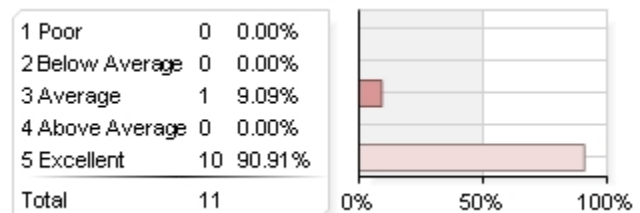
| Statistics | Value |
|--------------------|-------|
| Mean | 4.73 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.47 |

3. Carefully explained difficult concepts, methods, and subject matter.



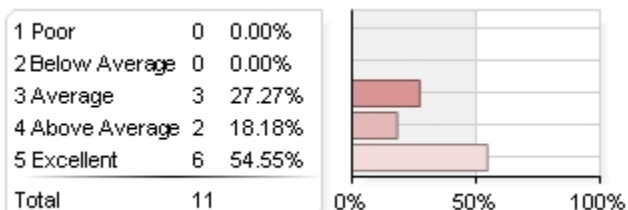
| Statistics | Value |
|--------------------|-------|
| Mean | 4.73 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.65 |

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



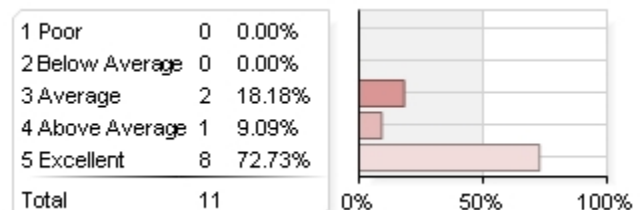
| Statistics | Value |
|--------------------|-------|
| Mean | 4.82 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.60 |

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



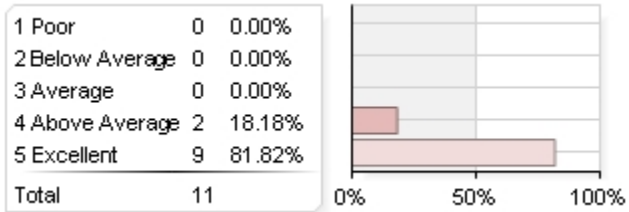
| Statistics | Value |
|--------------------|-------|
| Mean | 4.27 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.90 |

6. Evaluated student work in fair and appropriate ways.



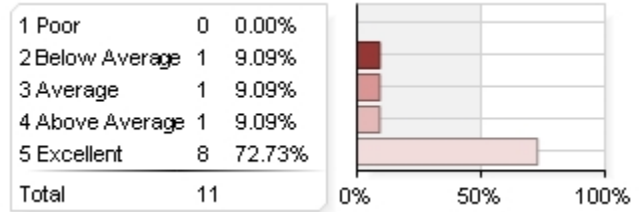
| Statistics | Value |
|--------------------|-------|
| Mean | 4.55 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.82 |

7. Was enthusiastic about communicating the subject matter.



| Statistics | Value |
|--------------------|-------|
| Mean | 4.82 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.40 |

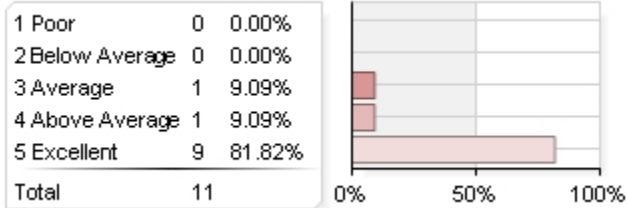
8. Stimulated student interest in the subject matter.



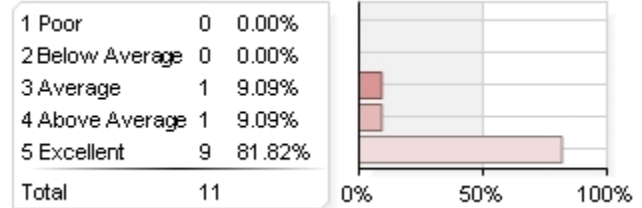
| Statistics | Value |
|--------------------|-------|
| Mean | 4.45 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 1.04 |

How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



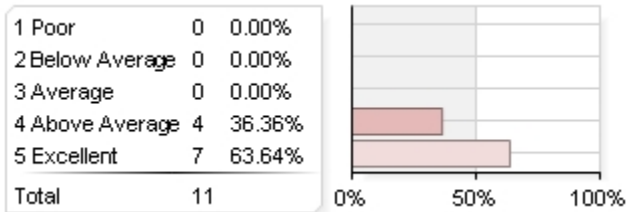
10. Provided students a valuable learning experience.



| Statistics | Value |
|--------------------|-------|
| Mean | 4.73 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.65 |

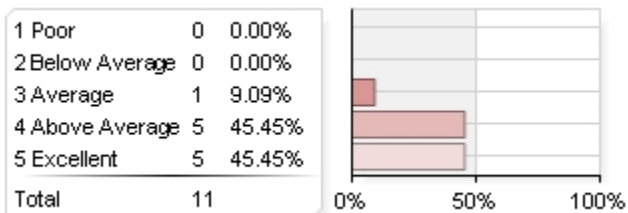
| Statistics | Value |
|--------------------|-------|
| Mean | 4.73 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.65 |

Overall, how would you rate this instructor?



| Statistics | Value |
|--------------------|-------|
| Mean | 4.64 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.50 |

Overall, how would you rate this course?



| Statistics | Value |
|--------------------|-------|
| Mean | 4.36 |
| Median | 4.00 |
| Mode | 4, 5 |
| Standard Deviation | 0.67 |

What were this instructor's main strengths?

Comments

Very knowledgeable and resourceful; went out of her way to assist students both in and out of classroom. Constantly updating us on opportunities to advance our studies.

Highly knowledgeable yet also challenging and encouraged us to think for ourselves. Allowed for a lot of class discussion and would only interrupt to confirm or correct a statistic, answer questions, or pose a thought provoking question. Chose excellent readings.

She was very knowledgeable in the subject matter; she was accessible to students outside of classroom

Very passionate and knowledgeable about course material (and beyond), able to provide insightful answers to student questions. Also shares wide range of interesting new information that stimulates student interest.

Very interested in sharing knowledge with students but also hearing students' perspectives. Challenges students to think critically about complex material and formulate their own opinions. Treats students like academic peers even though she's obviously way more knowledgeable than everyone. This helps make sure students aren't afraid of "sounding dumb" and thus creates a conducive learning environment.

Accessible to students via email and office hours. Is very approachable and gives 100% of her time and attention during office hours to answer questions or discuss ideas (even topics that are slightly beyond scope of the class).

vast knowledge/experience in the subject, easy to meet for office hours, very enthusiastic

Professor Carter is incredibly knowledgeable in the subject matter. She knows basically anything about and related to China. She's so enthusiastic about it and also great at teaching it. She's also very friendly and nice.

She is really interested in the subject matter which encourages students to ask questions and take ownership over their own learning.

Incredibly knowledgeable about China and frequently provided excellent insight.

I really enjoyed the readings that Dr. Carter assigned each week, and liked how the course was designed to cover many aspects of Chinese foreign policy. I also appreciated her discussion questions and personal thoughts that she would share on occasion during the discussions. Dr. Carter is also very accessible outside of class, and is willing to help students that take the initiative and ask about additional readings, research techniques, etc.

Professor Baggott made it a priority to stimulate class discussion by essentially letting us run the entire class ourselves-- our discussions were entirely based off of the questions we ourselves were curious about, which was fantastic.

How might this instructor improve their teaching effectiveness?

Comments

N/A

I enjoyed the time during class, but the logistics of it were annoying. Firstly, Professor Carter would assign a 300-400 paged book each week for us to read before lecture, and even though the syllabus had the reading for each book as "chapters TBD," she would never give us actual chapters to read and just expect us to read the entire book. I understand this is a 400 level course, but I had four other class, two clubs, a job, and outside research to do, so I never had time to read those books. She encouraged us at the same time to both skim and read thoroughly, which contradict each other. Also, just the amount of reading alone discouraged me from reading at all. If it had been specific chapters I know I would've done the reading, but because it was so much, I rarely did any reading at all. Secondly, Professor Carter never gave a specific grading criteria for assignments. For example, for the outline for our term paper, all she said was about 1 page with your thesis/research question. For the midterm, there was no grading criteria. It was incredibly frustrating.

Potentially by directing the students more through the course reading.

Poor at responding to emails and uploaded readings too late frequently. Although I enjoy the discussion format, I wish Professor Baggott had lectured more.

I wish that we did not have reading presentations every week. While the students giving the presentations were required to know the material well, the students not presenting would not do the readings and only rely on the presentations. This led to discussions that never went below the surface level and many people not knowing how to answer certain questions. I also think that Dr. Carter should give a brief lecture that explains the background or basic concepts related to the topic for the next week. For example, if Week 2's topic was the South China Sea, it would be helpful to have an introductory presentation either at the end of Week 1's discussion or at the beginning of Week 2's discussion. These presentations would answer basic questions that were not mentioned in the readings and help students understand what to look for in the readings. I would also suggest that students be required to take at least one China-related class before taking the course.

Although I appreciated her method of letting students run class discussion, I wish she had intervened more often in our conversations. Professor Baggott is so knowledgeable, so I would like to have heard more of her thoughts on the region. I know she wants us to come to our own conclusions, but I wanted her to be less of a facilitator and more of a resource.

Additional comments?

Students

I loved this class. I have never taken a class in this style discussion format with virtually no teacher lecture and it was one of the most enlightening and informative classes I have ever taken. I learned not only the content within the class, but also how to communicate with my peers, think critically, pose challenging questions, rethink prior opinions, etc. One of the best classes I have yet taken.

Could consider giving students the option of attending a US-China Institute or other China-related event and doing a write-up worth 5% of course grade (and take 5% off either midterm or final paper). This could incentivize students to engage with topics beyond the syllabus and also give students an opportunity to practice writing and receive feedback on their work (in preparation for bigger assignments like midterm or final paper).

This class was incredibly interesting and the discussions were invigorating, but the logistics of the course made it stressful. Many times throughout the semester I wished I didn't take the course. But I did learn so much more about China because of this course, and in the end, I'm glad I took it.

Great class!

Thank you for a great semester!