

Evaluations Fall 2017

Department of Political Science, University of Copenhagen

Geopolitics, Democracy Promotion, or Cultural Identity? Explaining Foreign Policy from different theoretical perspectives

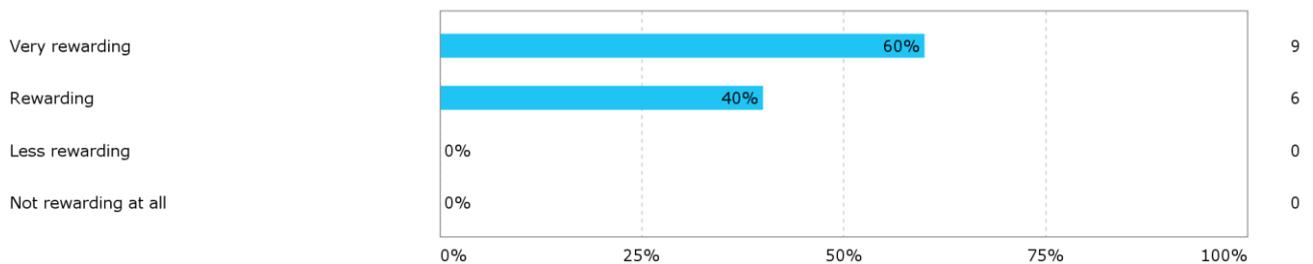
by Alex Reichwein

Number of students: 27

Number of evaluations completed: 15

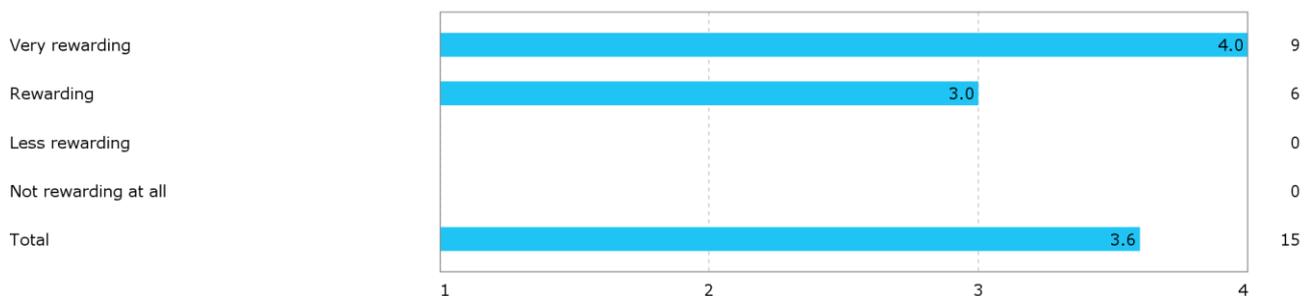
Response rate: 55%

10. Overall assessment of the course? The course has been:



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Split on: 10. Overall assessment of the course? The course has been:

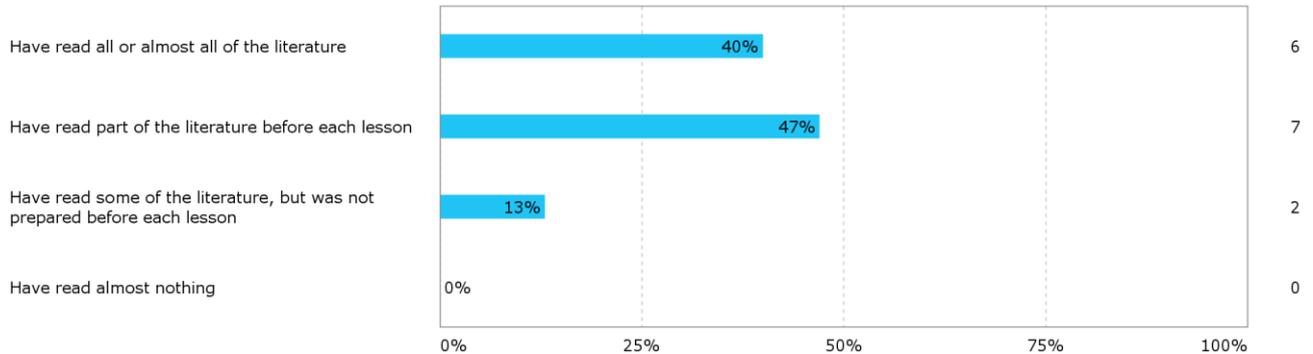


1. How much and in what way have you participated in the teaching?

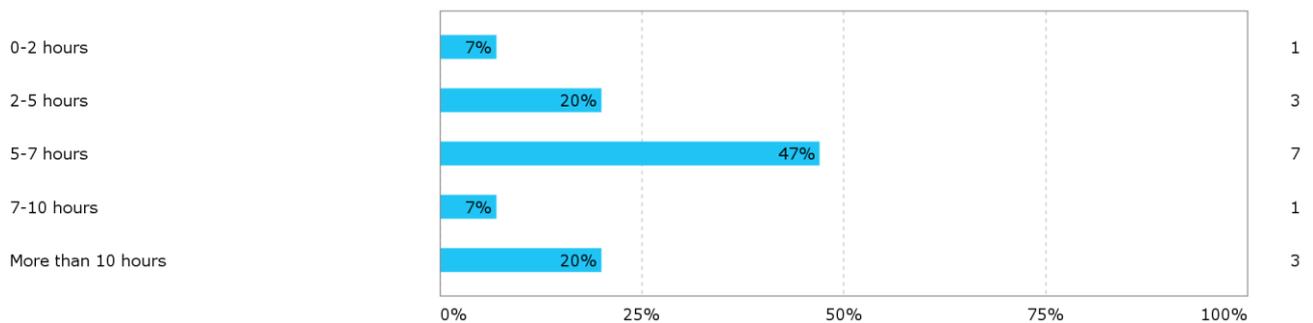
- I have participated in every class, read some of the texts, but I have not been participating that much in the discussions in the class.
- 100% attendance; active participation
- About two thirds of the class
- Participated in class.
Read my homework.
- Participation is encouraged class, questioning theories and the teacher too.
- As much as possible. I did all the reading required for each session
- It was a seminar course, I have participated in every class I was present.
- I have attended to the classes and participated in the class discussions
- Participated regularly and asked questions, willing to engage in debates with other students

- I attended all class sessions and participated in class discussions
- I participated actively during the classes
- Admittedly, my participation has been limited to a few comments during classes
- prepared for class by reading the relevant texts, actively participated in class discussions.

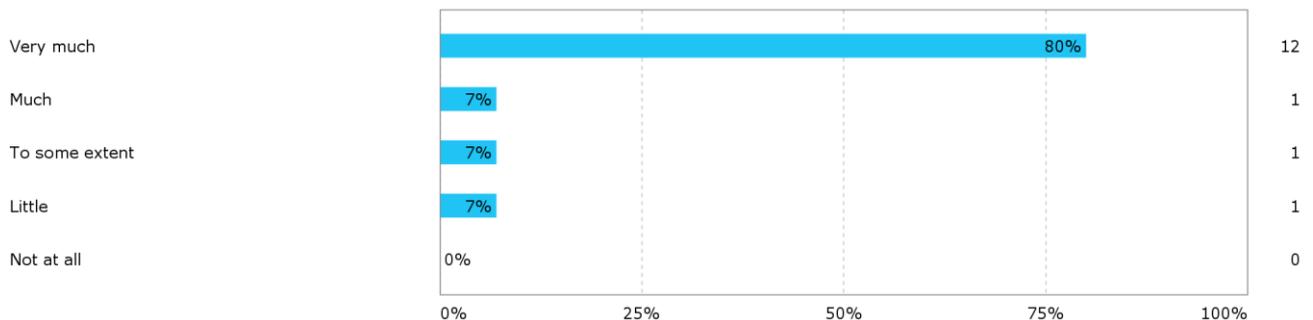
2. How much of the course syllabus have you read until now?



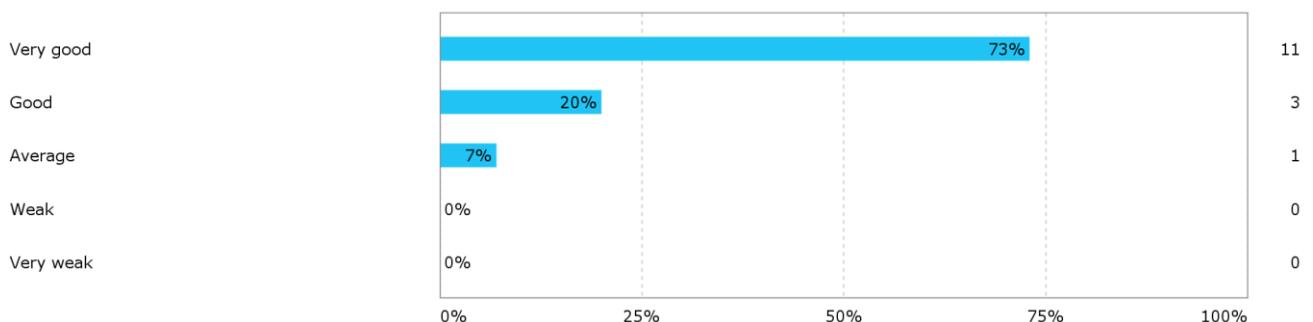
3. How many hours per week do you use to prepare yourself for this course?



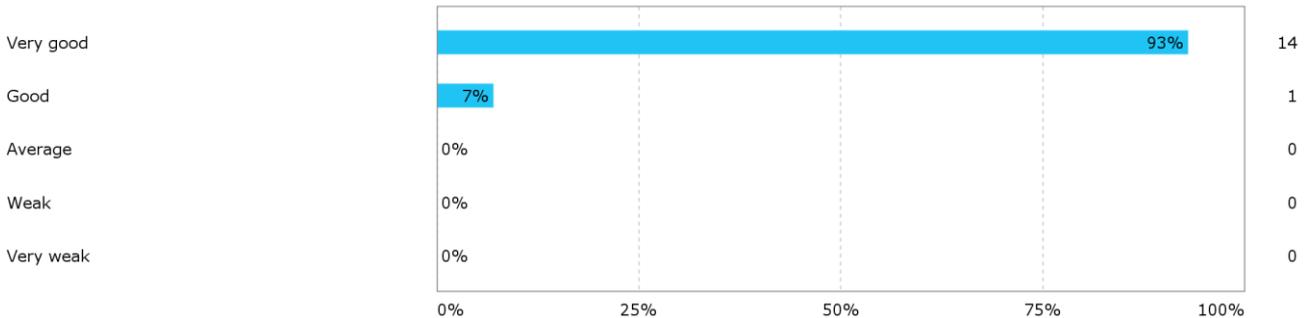
4. To what extent do you think that the teaching supports your learning outcome in this course?



5. How do you assess the teacher's ability to support your learning outcome?



6. How do you assess the teacher's responsiveness to questions and desire to elaborate when there is a need for it?



7. Which part of the course has been academically useful? - and why?

- The case-oriented classes were very interesting, especially the one with German Foreign Policy. I have had the course 'International Politics' at bachelor level where all the same theories were introduced, so the theoretical introduction did not really give me any new knowledge.
- Practical cases have given useful insights for the presented theories
- Every part
- The whole. The combination of lessons with theoretical focus and lessons with case studies was optimal.
- Every part of the course was useful. Especially, I liked that he did not only explain the reading and the texts, but also he has given us examples from the history and world situation. He really tried to simplify theories and to support them with practical examples.
- The teacher is incredible in expanding knowledge and importance of Realism. Besides that for every theory he talked about he could go in immense detail on the relations between important scholars in each field and how they link to one another (especially in relation to Realism). It made the theories and the sub-theories clear to an extent I have not experienced ever before, and it was extremely useful.
- I think there have been some interesting discussions - and the teacher has been good in taking time to answer questions and engage in discussions with the students.
- Teacher doesn't use fixed slides, but during discussion draws diagrams of theories using student responses to his questions. It was very helpful to have a more dynamic way of taking notes, and helped make various theories or minute differences between similar theories quite easy to understand.
- Ability to discuss the theories and elaborate on them gave me the opportunity to comprehend the content better.
- The syllabus has been really good.
- When successful (and this is not a negative comment to Alex!), the open discussions were actually the most fruitful and useful in terms of academic utility and relevance. Alex did a lot (!) to involve us in the discussions, and these efforts, although lengthy and difficult at times, were definitely worth it!
- The final three classes on cases. They were useful in showcasing how to apply theory, structure case analysis and exemplifying

8. Which part of the course could be improved? - in what way, and why?

- The texts that we had to read for each week were uploaded a bit late which made it hard for me to prepare for the lessons and that was a shame. Because the course was so compromised in time, it would have been nice to get the texts at least a week before the course started, so that we would have had the opportunity to read ahead. I work every day, and we had classes tuesday till 6 pm, wednesday from 12-15 and thursday from 10-13, so it was difficult for me to find the time to read, as the texts for the next week usually were uploaded during the weekend and not before.
- --
- Maybe a bit more structure. And the teacher had a tendency to elaborate maybe a bit too much. But all in all not a significant problem.
- Make it count for more ECTS so the literature/syllabus can be expanded and we can reach e.g. asian case studies too.
Or so we can reach to discuss hybrid theories and not just the main theories.
- maybe less focus on theory and more on policy analysis

- None of it.
- I feel the class is too broad and misses some direction. For example, the focus should fully be on theories and its links to foreign policy analysis and creation. Geopolitics is misleading since the course is not about it, democracy promotion and cultural identity same. This course should be called Foreign policy analysis and creation. Focus mainly on realism, and then link the other theoretical/philosophical theories directly, as a comparison (like he does within the different theories). Additionally, cut the analyses of the countries (Germany U.S.A Russia) or make it more practical (in actual analysis of the policies, instead of him talking about random stuff)
- 1. Some of the discussions throughout the course could have been more structured around the texts.
 2. It would have been nice with some PowerPoint presentation to guide the class and the teacher - sometimes class discussions and presentations seemed a little bit unstructured and thus hard to follow.
- More condensed answers to questions, sometimes by the end of the answer so many other questions had been raised in the process.
- I'm not sure if the course could have been scheduled a little differently but the fact that Alex was a visiting professor and could only be here for the month of September resulted in a very condensed and hectic reading and class schedule.
- Alexander Reichwein seems like a very promising lecturer. But he needs to get better at teaching. I think it would help with more use of powerpoint or just the whiteboard to structure his teachings. He has a tendency to go off topic.
 1. This has already been mentioned quite some times but I do, nonetheless, think that the intensiveness of the course schedule is important to mention in this regard. It is simply far from ideal to conduct a course in this manner. And I know that it was simply not possible to do it in a different manner due to Alex' commitments at his home university, which was and is of course understandable.
 2. Due to the intensive schedule, I do think we should have had the syllabus several weeks before and not less than a week before the first lecture. This way we could have had even more time to prepare. At least for the first week of classes.
 3. Although I do acknowledge that Alex did a lot to cover and include specific cases and foreign policy situations during the entire course and particularly in the last three lectures, I would have appreciated perhaps 10-20% more time spent on cases. And I am aware that it was a theoretical course and that the majority of the course should therefore cover theories and theoretical debates within the area, but a slightly stronger connection between theory and cases would have improved my understanding of the theories.
 4. I would suggest some changes in regards to the teaching methods. And this particularly regards the way in which the students are involved. Open discussions can at times be a good way of getting different approaches to a particular theoretical assumption or empirical case. However, I would suggest some variation, particularly when the lectures were held in a very dense weekly schedule. One example of a different approach is organized group works based upon discussing and responding to a set of questions sent prior to the lectures.
- It is a lot to have three classes a week, considering full-time students are also attending other courses. It was difficult keeping up with the reading.

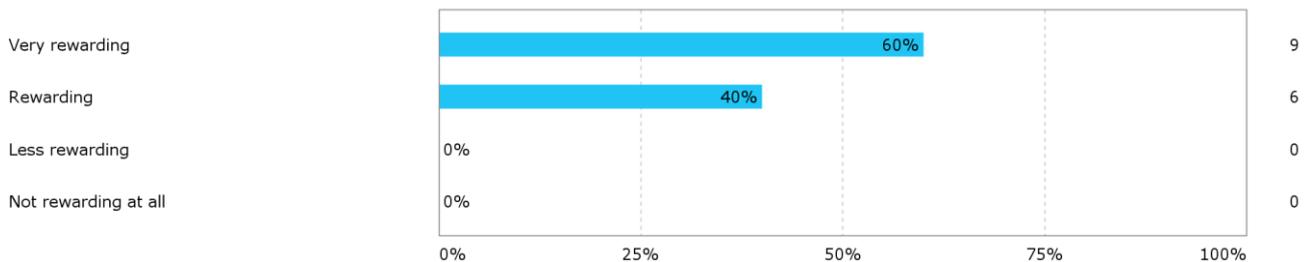
9. In your opinion does the course appear coherent and meaningful (teaching, curriculum etc.)? – why/why not?

- Yes, the course was coherent, as we started with a theoretical introduction and then ended with three different cases. It would have been nice to get some more ideas for our written assignment though.
- Yes
- Yes! Great syllabus and overall introduction to the subject.
- Yes it does.

Making an international profile it is useful to have a theoretical toolbox in order to comprehend foreign policy behaviour of different states. And it was useful learning the difference between FPA and IR.
- The course was meaningful and helpful. I linked all previous knowledge with the reading from the course. Curriculum was different, with diverse examples, that has provided me better knowledge of the current situations in the world. Teacher was interesting and understandable, open for discussion and different ideas. He approved our knowledge and our critical approach to theories and readings.

- Meaningful yes. Coherent no. This is a new course, cramped into three weeks, that is not possible. However, in Copenhagen a teacher like this is very important and useful, his insights are different and good. Besides that he is a great lecturer
- Curriculum and texts were very interesting and fruitful, but the classes could have been a little bit more structured by using the whiteboard more actively og using PowerPoint to show illustrations and differences between different FP-approaches etc.
- Very coherent, each seminar started with a plan for the day (down to the hour) that coincided with the syllabus themes and assigned texts. My answer in number 8 was actually not that much of a problem because the teacher was very good at sticking to his own plan and limiting his discussion of student questions using this plan. He also respectfully asked students for their input on his plan for the day at the beginning of each seminar, so if people had leftover questions from last class, time could be arranged to go over them again.
- Continuing from box 8, the course itself was very useful and informative and I wish Alex taught full-time at KU, because even though classes lasted for about a month, the knowledge I acquired was extensive and I can only imagine how much better it would have been had the course been spread out into more sessions.
- Yes.
- Very much so!
Alex also came very well prepared and provided us with a good syllabus. Adding to this, he was very enthusiastic about his field of study, about the classes and not least about having discussions with us. This was truly great to experience as a student!
- Very so, since the theoretical approaches were linked to one another through out the course by Alex, highlighting similarities and differences, thus creating coherence

10. Overall assessment of the course? The course has been:



11. Any other remarks?

- Nope
- Great teacher. Please make it possible to have other courses with him. He is so passionate and he is really open for discussions and debate.
- I think it would be useful for other students to have opportunity to take this course. Even though the course was intense (3 weeks, 3 times per week), it is much better to finish it earlier, so we can devote to writing the assignment.
- He stares at only 3/4 people during the whole seminar. It is a bit weird and intense he should work on that from a presenters perspective.
- Very nice teacher!
- I have never had such a motivated professor. It was not my favorite subject matter, but his interest in the topic and enjoyment from teaching was so contagious I found it quite easy to pay attention! The teacher was so willing to share his knowledge and excitement, often offering reading lists on certain theories/subjects (in addition to the thorough supplementary readings offered on his syllabus). I found myself actually digging deeper into certain topics like classical realism on my own time as a result of his dedication. I'm really thankful for his commitment.
- Bring Alex Reichwein on as a full-time faculty member!

Overall Status

New

Distributed

Partially Complete

Complete

Rejected

