

POL 441: Seminar in International Relations: Theories of International Order - S01 - J. de Bhal

Response Table

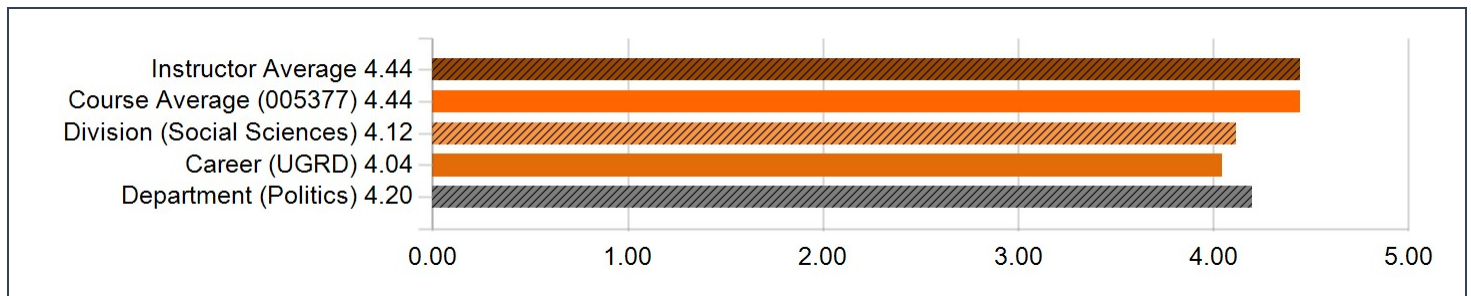
Raters	Students
Responded	9
Invited	11
Response Ratio	82%

Please note that the Responded, Invited (Enrollment) and Response Ratio metrics exclude declines.

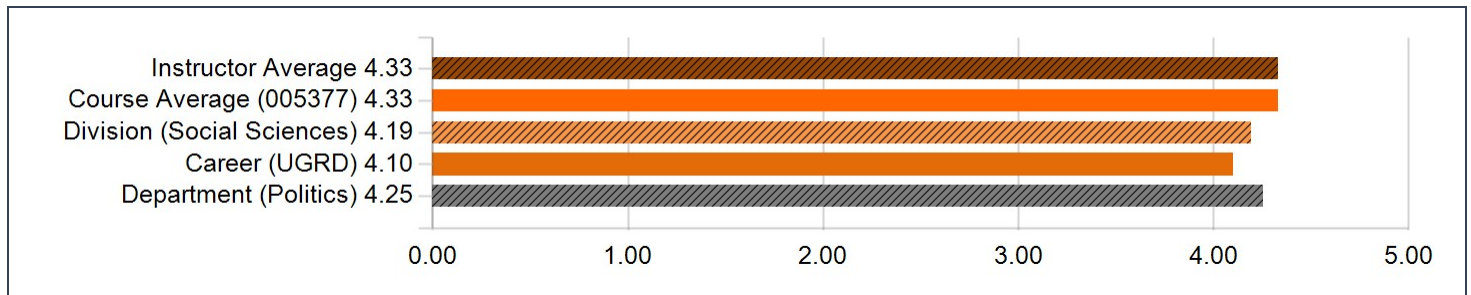
Department, division and career level statistics are survey-specific (i.e. the main survey, FRS, Writing Program, and graduate program surveys). Statistics below are based on responses of the course population that completed the same survey questionnaire as this course.

Course Questions - Score Analysis

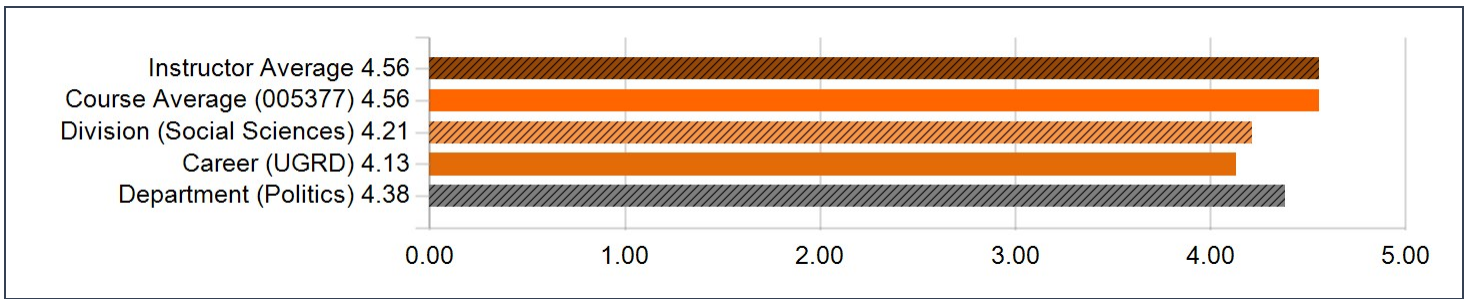
I think that the overall quality of the written assignments was:



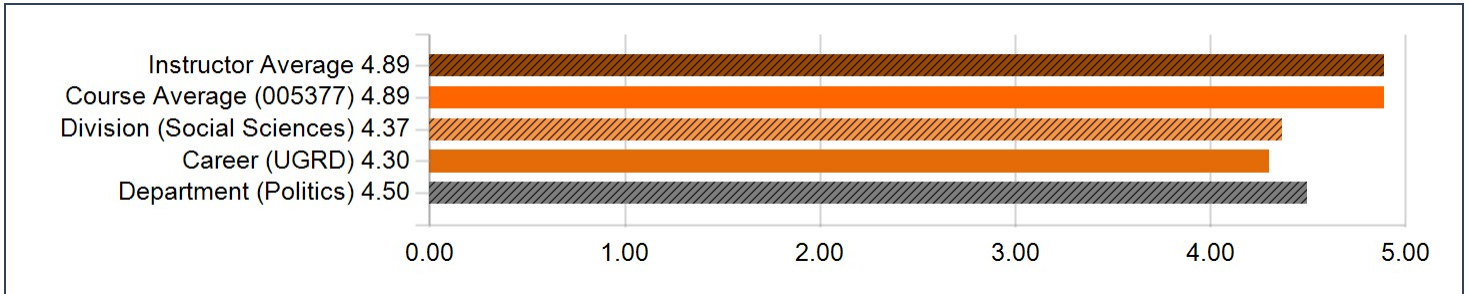
I think that the overall quality of the readings was:



I think that the overall quality of the course was:

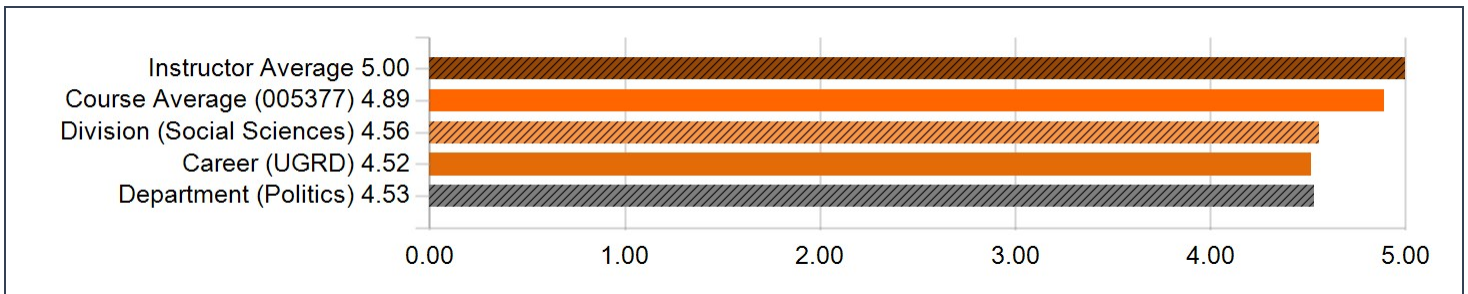


Would you recommend this course to other students?



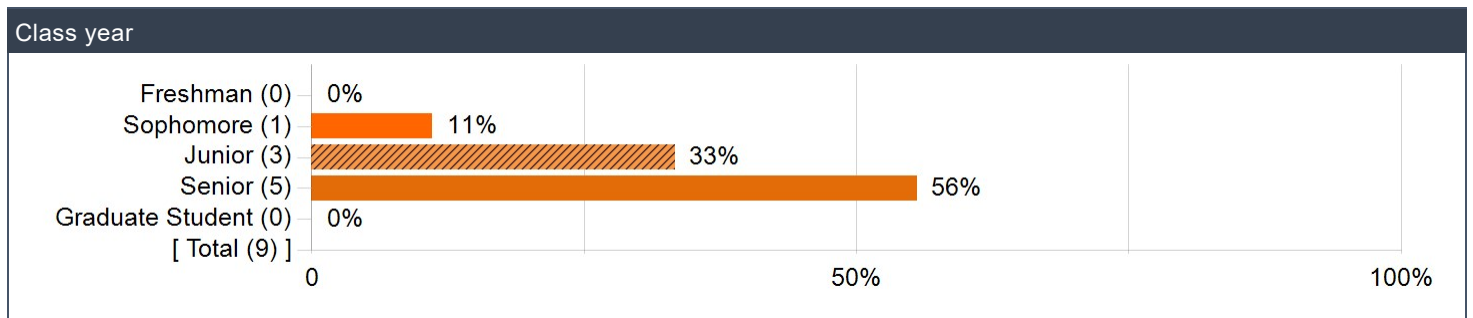
Instructor Questions - Score Analysis

I think that the overall quality of the seminar was:

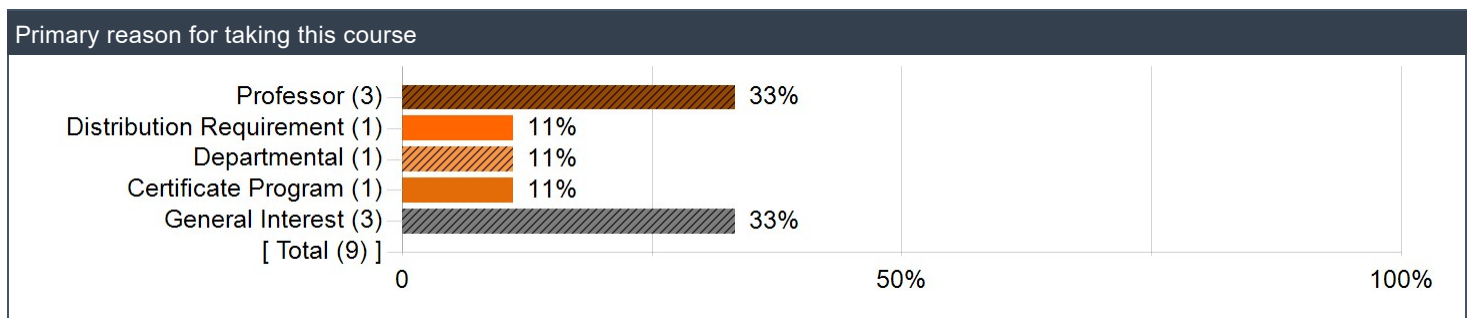


Course Questions - Frequency Analysis

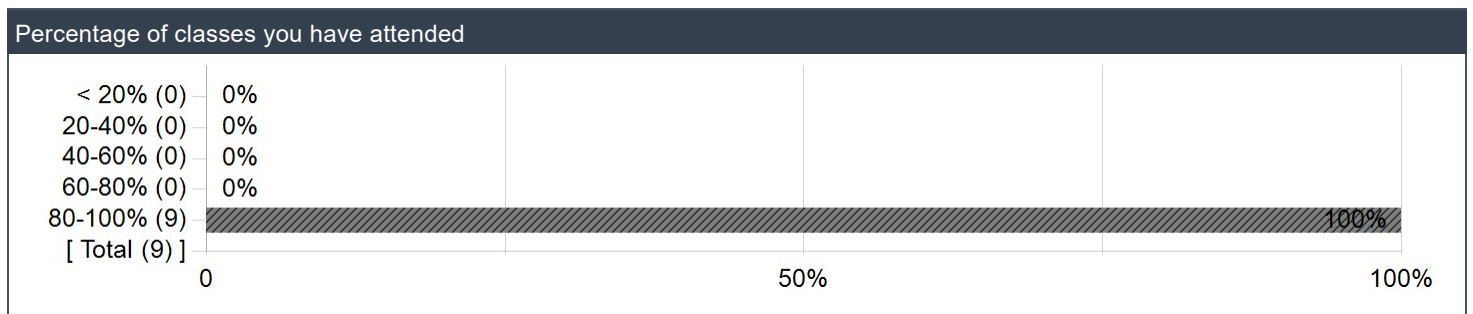
Class year



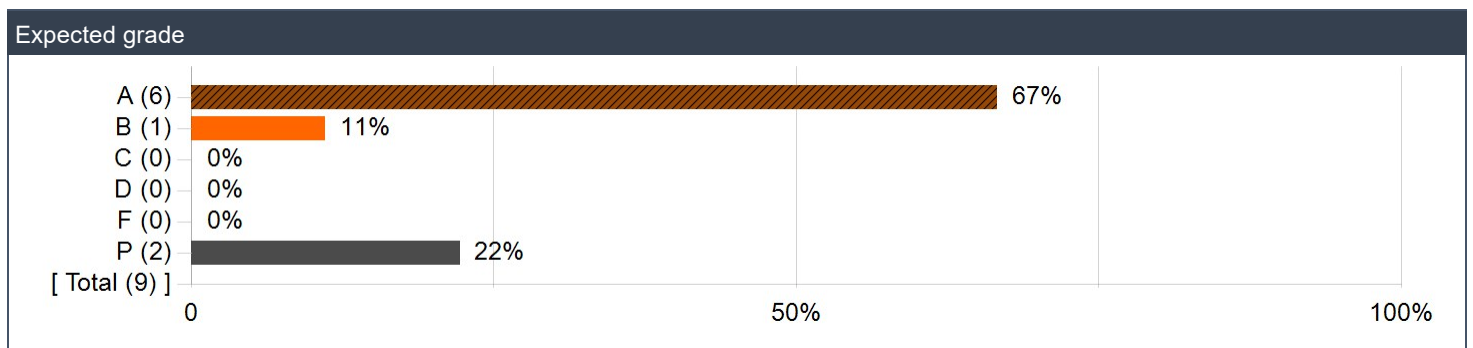
Primary reason for taking this course



Percentage of classes you have attended



Expected grade



I think that the overall quality of the written assignments was:

I think that the overall quality of the written assignments was:			
Options	Score	Count	Percentage
Excellent	5	7	78%
Very Good	4	0	0%
Good	3	1	11%
Fair	2	1	11%
Poor	1	0	0%

I think that the overall quality of the readings was:

I think that the overall quality of the readings was:			
Options	Score	Count	Percentage
Excellent	5	5	56%
Very Good	4	2	22%
Good	3	2	22%
Fair	2	0	0%
Poor	1	0	0%

I think that the overall quality of the course was:

I think that the overall quality of the course was:			
Options	Score	Count	Percentage
Excellent	5	5	56%
Very Good	4	4	44%
Good	3	0	0%
Fair	2	0	0%
Poor	1	0	0%

Would you recommend this course to other students?

Would you recommend this course to other students?			
Options	Score	Count	Percentage
Strongly Recommend	5	8	89%
Recommend	4	1	11%
Neutral	3	0	0%
Recommend Against	2	0	0%
Strongly Recommend Against	1	0	0%

Instructor Questions - Frequency Analysis

I think that the overall quality of the seminar was:

I think that the overall quality of the seminar was:			
Options	Score	Count	Percentage
Excellent	5	9	100%
Very Good	4	0	0%
Good	3	0	0%
Fair	2	0	0%
Poor	1	0	0%

Qualitative Feedback

Self-Evaluation - Why did you take this course? How would you describe your level of engagement in the course?

Comments
I took the course out of topic interest. I would describe myself as highly engaged.
Engaged in class, not too engaged with out-of-class work
I took this course due to my primary focus in politics being international relations. Both peers and professors referred the course to me as being seminal in IR. I was highly engaged throughout the duration of the course.

Seminars - How would you describe the overall quality of the seminars? Please comment, as appropriate, on how well the instructor stimulated your curiosity and independent thinking, raised challenging questions, helped clarify course material, encouraged participation, and responded to students' questions, opinions, and criticisms.

Comments
John is one of the best instructors I've ever had. His genuine passion for the craft of teaching is inspiring. His lectures were my favorite parts of the instruction in the course, and I appreciated his willingness to push discussion without dominating it at all. I am grateful to John for pushing me and others intellectually throughout the semester.
John was an outstanding instructor, with an aptitude for synthesizing historical developments and rendering complex theoretical frameworks perfectly intelligible. His comments additionally compelled us to consider our use of ambiguous terms such as "liberalism" or "Middle Powers" more critically. John engaged with students on a truly personal level during mid-class breaks, and offered invaluable advice concerning post-Princeton professional decisions.
Heather and John were both great! Had super good topics and presentations.
The seminar quality was top tier. A great way to capstone my time at Princeton.

Papers, Reports, Problem Sets, Examinations, Critiques - Please comment on the guidance of the instructor(s) in preparing you to do written work, comments in response to written work, and the overall value of the papers, reports, exams, problem sets, and critiques to the course.

Comments
The grading of the exams was very thorough and I felt that the rationale for my grade was clearly outlined. The postdoctoral instructors were very willing to engage with students outside of class and clarify concepts.
Papers provided wonderful opportunities to engage deeply with course materials. The ability to select between multiple possible prompts on our midterms was appreciated, as was the flexibility of researching any topic of interest for our final papers.
Papers were decent. Glad I got comments on midterm
The guidance was superb. Whenever I had any questions, comments or concerns I felt comfortable asking Professor Ikenberry, Heather or John and the both the time and way they responded was always helpful.

Readings and Visuals - Please comment on the quality of the readings and visuals in the course. Did the readings and visuals present the subject matter clearly? To what extent did the readings and visuals stimulate your intellectual curiosity and independent thinking?

Comments
The readings, perhaps, are my singular gripe with this course. Though the reading load itself was heavy, class discussion rarely centered on the readings. Part of this dynamic stemmed from the fact that people had a high level of background knowledge and wanted to engage with their own examples, which was good, but it did make doing the readings feel like a rather futile effort, especially given the quantity. I feel that in the future, putting an emphasis on either specific theories or specific cases, rather than a mix of the two, would lead to a cleaner integration of readings into discussion. On further reflection, the core issue, I believe, stems from the mixture of instructor and student presentations in which the instructors present thematically and the students present on specific readings, meaning that discussion of the readings is delegated to the last hour / thirty minutes of class.
Readings exposed us to multiple schools of international relations thought, facets of order–building, and historical eras — a comprehensive survey that provided an excellent framework for subsequent class discussions and our independent research. In–class packets and slideshows were always thorough and well–structured.
Readings were dense and long but informative.
Yes they did. The readings struck a nice balance between enough to learn new material while not being assigned so many readings that it became cumbersome.

Overall Quality of the Course - Please comment on the overall quality of the course. What worked particularly well and in what ways might the course be improved?

Comments
This was an excellent course, but I do feel it suffered from some structural issues. Because both instructors and students presented on topics, it oftentimes felt like student presentations, which tended to drive classes in other seminars, were a bit of an afterthought, as were the readings that the presentations covered. This is not to say the instructors' presentations were not valuable, as I did enjoy them, but rather that I think the seminar would benefit from a stronger balance between presentation and discussion. My favorite weeks, upon reflection, were those in which discussion was most open.
Very nice course. Glad I took it PDF
This was a great course and a wonderful way to cap my time at Princeton, I have no recommendations for improvement.

Feedback for other students: What advice would you give to another student considering taking this course? (Please note that your response to this particular question will be accessible to all members of the University community on the Course Offerings website.)

Comments
The course will likely be entirely different next year as Professor Ikenberry will be teaching it on his own. I recommend taking the course if you have a genuine interest in the topic. This year, the students did, and it was the best undergraduate seminar I've been in.
This seminar was a definite highlight of my time at Princeton, and I could not recommend it more highly! Professor Ikenberry is a true titan of the IR field, and his co–instructors are extremely knowledgeable and supportive. Readings provide an excellent survey of IR theory on order–building across multiple centuries, class discussions offer nuanced debate and shed light on possible geopolitical futures, and students are afforded great flexibility in selecting final paper topics.
Not an easy course. Probably the most intellectually challenging course i have taken in Princeton, but also gained a lot from it.
Take this class!! This is what i felt like a true SPIA class should look like. This is a somewhat high level but fantastic course for anyone deeply interested in IR. Classes are very loosely structured and you'll have to present on the readings a few times. Professor Ikenberry has an incredible wealth of knowledge on literally everything relating to this subject, and it's a completely different atmosphere to Grand Strategy because he's completely open to students challenging his liberal institutional perspectives at basically any time.
While Ikenberry is great, the GOATs are definitely the post–docs, John and Heather. They run the class more than he does. The readings are dense and long but necessary; I'd recommend taking the class PDF because the course is not trivial.
Make sure to do the readings. The concepts can be a bit a dense sometimes and it makes for much better conversation when everyone involved in discussion has a foundaitonal grasp of the concepts.