

Teaching Portfolio

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Columbia University

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Summary of Teaching Experience

Classes taught as instructor

POL11081.01 Introduction to International Politics

- **Course details:** Boston College; Spring 2022; Credit: 3; Number of students: 22
- **Course description:** Introduction to International Politics is an introductory level course for political science majors. This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. This course is strongly recommended for students who plan to take upper level international politics courses.

POL3-221-01 World Politics

- **Course details:** Wellesley College; Spring 2022; Credit: 3; Number of students: 21
- **Course description:** World Politics is an introductory level course with an emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. This course serves as an introduction to the international relations subfield in the political science department, and also as a means of fulfilling the political science core requirement of the international relations major.

Guest Seminars & Lectures

Morgenthau Grand Strategy Seminar: “Alliance Politics”

- **Seminar details:** John Quincy Adams Society, Washington D.C., Summer 2021, Number of students: 16
- **Course description:** The John Quincy Adams Society holds the Morgenthau Grand Strategy Seminar that covers a wide range of topics within grand strategy and American foreign policy. It is open to students and early career professionals.
- **Responsibility:** I taught one seminar on alliance politics.

POLI4590 East Asian Security

- **Course details:** Boston College, Fall 2019, Credit: 3, Number of students: 32
- **Course description:** This class is restricted to juniors, seniors, and graduate students only. It offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It attempts to understand the sources of state behavior and prospects for regional stability and instability.
- **Responsibility:** As a guest speaker, I gave a lecture on the Taiwan issues.

Teaching Experience

Graduate Teaching Assistant

IN2500 Introduction to International Studies

- **Course details:** Boston College, Spring 2019, Credit: 4, Number of students: 31
- **Course description:** Introduction to International Studies is an introductory level course in the international studies program. It is required for international studies majors. The course lays the theoretical and empirical groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures and the consequences for global conflict and cooperation.
- **Responsibility:** As the teaching assistant, my responsibilities included:
 - instructing two discussion sections (one hour for each section),
 - administering and grading exams,
 - grading final papers.

Statement of teaching philosophy

Teaching and student mentorship are core components of my professional goals. In my teaching, I seek to leverage my research experience to improve students' capacity to navigate a complex and increasingly changing society. As an instructor, I take responsibility for fostering a classroom environment that promotes students' desires to pursue knowledge, think critically, and understand the evidentiary bases for claims of truth. My pedagogical approach emphasizes on: (1) introducing material to students in a way that will connect with real-life events and highlight the importance of scholarship and research in the pursuit of knowledge as well as in their personal endeavors, (2) creating an intellectual environment that promotes diverse perspectives and interdisciplinary collaboration, and (3) integrating education, research, and practice for students' long-term development. I have enjoyed serving as an independent instructor for several classes, including graduate and undergraduate courses. Students in my classes come from diverse backgrounds, which has taught me the importance of being aware of the needs and realities of a diverse student body. Therefore, I strive to tailor my instruction and feedback to the groups of students I teach, fostering an individualized learning growth. I have separate pedagogical aims when working with students at different stages. As the needs of students depend on their academic progression, I would like to discuss my pedagogical approach in both cases, first focusing on teaching and mentoring undergraduate students, then discussing graduate courses.

For undergraduate courses, I engage students with the material, develop their knowledge base around international relations concepts, and give them the analytical tools to begin appreciating and conducting research. When teaching introductory level courses, I develop my students' knowledge and comprehension of international relations history and theories, as well as the contemporary and projected policy challenges facing the world. I try to pepper these considerations with results from my own research to allow students to see how international relations research is created. I also seek to situate my students' understanding of these processes within the context of core international relations theories that apply beyond this course. Many students in my courses are not political science majors, which presents an exciting opportunity to speak beyond my discipline and encourage new ways of thinking in people who have not previously considered political science ways of considering the world.

In all undergraduate courses, I place substantial emphasis on student engagement. One way I do this is by frequently asking students questions, but I have found that technology allows for even more effective methods of doing this in large lectures and remote teaching. I use online polling systems (e.g., Poll Everywhere, Padlet, or other interactive software) and simulations to facilitate student engagement and assess learning outcomes. For instance, I like to ask a conceptual question, then use the answers students provide to guide discussion toward the correct understanding, then assess again whether students have learned what I

am aiming for them to learn. This is an effective way of discovering sources of confusion and gaps in knowledge. In a recent teaching session organized by the John Quincy Adams Society in Washington D.C., I discussed alliance politics and its relevance to U.S. grand strategy. One learning goal was for students to identify types of strategies the United States could use to divide a potential China-Russia alliance. At the beginning of the session, I used the polling tool Poll Everywhere to ask my students to identify strategies available to the United States. Then when I asked them to debate on future U.S. grand strategies, it became apparent that there was still some confusion as some students confused mixed strategies with pure ones. I was able to spend more time discussing differences among these strategies in practice and helping students connect theoretical arguments and empirical issues. At the end of the session, I asked the same polling questions using Poll Everywhere. Students' answers showed that their previous confusion was clarified. One faculty observer commented, "*You know your stuff and communicate lots of information with ease... You did a great job refereeing the discussion and pulling people into it.*"

In graduate courses, I strive to prepare students to consume and conduct international relations research. When teaching graduate students, I provide opportunities for them to read primary sources, consume international relations research, and conduct their own research. For example, when teaching sessions on East Asian security, I asked students to read the U.S.-China joint communiqué in 1972 in both English and Chinese. By pinpointing the key different choices of words, students could identify China's Taiwan policy and compare it with the U.S. one. In my seminar course titled "Chinese Foreign Policy" at Columbia university, I ask students to submit a research proposal of their final paper in the middle of the semester. When discussing class materials, I also draw students' attention to research designs in these materials. By doing so, I help students better conduct their own research. In all, I engage students through readings from historical documents and peer-reviewed articles that give them a deeper appreciation for what international relations scholars do as well as the precise manner in which international relations studies are conducted.

My dedication to diversity and research has allowed me to teach in the various settings for students with different backgrounds. I aim to create an enthusiastic, inclusive, as well as challenging learning environment in which students can share views, grapple with complicated issues, and develop skills they can use. In the future, combined with my own research background, I am excited to teach introduction level courses as well as East Asian security, use of force, and Chinese foreign policy, among others. Meanwhile, I am confident to teach methodology courses related to qualitative research method, social statistics, and Bayesian modeling.

Sample syllabus: Introduction to International Studies

Instructor: Chengzhi Yin
Office Hours: M/W 10-11am
Class Room: Campion 235

E-mail: yinch@bc.edu
Class Hours: M/W/F 9-9:50am
Office: McGuinn Hall, 204E

Course Description

This course is an introduction to the fundamentals of International Relations. It covers basic concepts and key issues of the subject. By examining the theoretical literature and empirical research, this course will lay the theoretical groundwork for explaining the principle sources of behavior of states in international relations and their consequences for international conflict and cooperation. It considers various theoretical approaches to key policy areas, including why and how states use force, why states cooperate, and challenges for the contemporary world order.

Course Objectives

Upon completion of this course, students will be able to:

1. Define key terms, events, and concepts used in international relations.
2. Identify and evaluate the explanatory and predictive power of different theories of international relations.
3. Apply theories and concepts of international relations to practical issues and problems in the world.
4. Formulate their own ideas about how to address contemporary world order problems such as U.S.-China competition, nuclear proliferation, and climate change.

Required Materials

The following book contains much of the required readings:

- Art, Robert J., and Robert Jervis eds. *International Politics: Enduring Concepts and Contemporary Issues*. New York: Pearson, 2017 [A&J].

Other required readings for the course are available on Canvas, in the “Module” section.

Course Requirements and Grading

This course consists of four graded components:

- An in-class midterm (25%)
- A final exam (40%)

- Book review essay (25%)
- Participation (10%)

The midterm exam will be comprised of short-answer questions and one essay question, which will be drawn from the readings and lectures. It will be held in **Week 7, in class**. The final exam will be comprised of short-answer questions and two essay questions. The final exam will be held at **a university-scheduled time**. The final exam will be cumulative but will emphasize on the material covered since the midterm. Make-up exams for both the midterm and the final exams will be offered only with a written request from the Dean or University Health Services.

For the book review essay, each student must choose **one, and only one**, of the following three books. Students should select the book they find most interesting and write an analytical book review. Books are available for purchase at the BC bookstore.

- Beckley, Michael. *Unrivaled: Why America Will Remain the World's Sole Superpower*. Ithaca: Cornell University Press, 2018.
- Lupton, Danielle L. *Reputation for Resolve: How Leaders Signal Determination in International Politics*. Ithaca: Cornell University Press, 2020.
- Snowden, Frank M. *Epidemics and Society: From the Black Death to the Present*. New Haven: Yale University Press, 2019.

The book review essay will be due on **the last day of class**. The maximum length of the essay is 6 double-spaced pages, with standard margins (one-inch) and standard font size (size 12). References to readings must be cited in a consistent style. Late essays will be graded down by one grade for every day later (e.g. from an A- to a B+).

Attendance and Participation

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor **before** the class meets. If you miss more than two class sessions (except when excused in reasonable cases of documented medical or family emergencies), your participation grade will be negatively affected.

Office Hours

Office hours are for you. You are strongly encouraged to come to them to discuss the readings and when you have questions. A good deal of learning occurs during one-on-one conversation with the instructor. If you cannot make the scheduled office hours, please contact me to schedule an appointment.

Disability Services

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Ildiko Szekely (ildiko.szekely@bc.edu) or Kathy Duggan (dugganka@bc.edu) at the Connors Family Learning Center regarding learning disabilities

and ADHD, or the Disability Services Office (disabsrv@bc.edu) regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations.

Academic Integrity and Plagiarism

Academic integrity is essential to the university community. Students are required to abide by Boston College's statement on academic integrity. Please familiarize yourself with Boston College's policies and procedures and be aware of your obligations. The statement is located at https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures.html#tab-academic_integrity_policies. Any student found violating this policy will be reported to the class dean. If you have any questions regarding plagiarism or any other topic related to academic integrity, please speak with me right away.

Course Outline

Part I: Theories of International Relations

Week 1 (January 18-21): Introduction and Concepts in International Relations

Wednesday: Introduction

Friday: Concepts in International Relations

- Singer, J. David. "International Conflict: Three Levels of Analysis." *World Politics* 12, no. 3 (1960): 453-61.
- Walt, Stephen M. "International Relations: One World, Many Theories." *Foreign Policy*, no. 110 (1998): 29-46.
- Waltz, Kenneth. "The Anarchic Structure of World Politics." In *A&J*, 48-69.

Questions:

- What distinguishes the levels of analysis from each other?
- What does anarchy mean? Why is it important?

Week 2 (January 24-28): Realism

Monday: Classical Realism

- Morgenthau, Hans. "Six Principles of Political Realism." In *A&J*, 19-27.

Wednesday: Neorealism

- Mearsheimer, John. "Anarchy and the Struggle for Power." In *A&J*, 70-77.
- Gilpin, Robert. "The Theory of Hegemonic War." *The Journal of Interdisciplinary History* 18, no. 4 (1988): 591-613.

Friday: Neoclassical Realism

- Kirshner, Jonathan. "The Economic Sins of Modern IR Theory and the Classical Realist Alternative." *World Politics* 67, no. 1 (2015): 155-83.

Questions:

- What assumptions are shared by most realist theories?
- What are the different versions of realism? How do they differ from one another?
- What causes change in international politics?
- What means can states use to balance each other?

Week 3 (January 31-February 4): Liberalism**Monday: Domestic Politics and Commercial Liberalism**

- Doyle, Michael W. "Kant, Liberal Legacies, and Foreign Affairs." In *A&J*, 139-52.
- Rosecrance, Richard. *The Rise of the Trading State: Commerce and Conquest in the Modern World*. Basic Books: New York, 1986, chapter 2: 22-43.
- Moravcsik, Andrew. "The New Liberalism." In *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal, 234-51. New York: Oxford University Press, 2010.

Wednesday: Institutional Liberalism

- Keohane, Robert O. "International institutions: Can Interdependence Work?." *Foreign policy*, no. 110 (1998): 82-194.

Friday: Democratic Peace

- Owen, John M. "How Liberalism Produces Democratic Peace." *International Security* 19, no. 2 (1994): 87-125.

Questions:

- What assumptions are shared by most liberal theories?
- By what logics do free-trade and economic interdependence promote peace?
- How does neoliberalism differ from neorealism?
- What is the scope of the "democratic peace?"

Week 4 (February 7-11): Constructivism, Feminism, and Marxism**Monday: Constructivism****Wednesday: Constructivism**

- Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." In *A&J*, 78-86.

- Checkel, Jeffrey T. “Norms, Institutions, and National Identity in Contemporary Europe.” *International Studies Quarterly* 43, no.1 (1999): 83-114.
- Hurd, Ian. “Legitimacy in International Politics.” In *A&J*, 16-19.

Friday: Feminism and Marxism

- Sjoberg, Laura. “Gender, Structure, and War: What Waltz Couldn’t See.” *International Theory* 4, no. 1 (2012): 1-38.
- Arrighi, Giovanni and Beverly. “Capitalism and World (Dis)order.” *Review of International Studies* 27, no. 5 (2001): 257-279.

Questions:

- What does constructivism emphasize as causes of conflict and cooperation in international politics?
- How are Wendt’s and Waltz’s understandings of anarchy different from each other?
- What role does legitimacy play in international politics?
- For feminism, what is the key variable to explain states’ behavior?
- For Marxism, what are the primary actors in international politics?

Part II: Theories of International Relations

Week 5 (February 14-18): The Role of Force in International Politics

Monday: Fungibility of Force

- Art, Robert. “The Fungibility of Force.” In *A&J*, 229-46.

Wednesday: Bargaining, Deterrence, and Coercion

- Art, Robert. “The Four Functions of Force.” In *A&J*, 195-203.
- Schelling, Thomas. “The Diplomacy of Violence.” In *A&J*, 203-17.

Friday: War and Politics

- Fearon, James. “Rationalist Explanations for War.” In *A&J*, 95-103.
- Von Clausewitz, Carl. *On War*, Michael Howard and Peter Paret, eds. and trans. Princeton: Princeton University Press, 1976, 75-92.

Questions:

- Why is force central to international politics?
- What are functions of force in international politics? How do they differ from one another?
- What causes war?
- How do we evaluate outcomes of wars?

Week 6 (February 21-25): Causes of World Wars**Monday:** Explaining World War I**Wednesday:** Explaining World War I

- Keylor, William R. "Germany's Bid for European Dominance (1914-1918)." In *The Twentieth Century World and Beyond: An International History since 1900*. New York: Oxford University Press, 2001, 39-64.
- Jervis, Robert. "Offense, Defense, and the Security Dilemma." In *A&J*, 104-24.
- Gordon, Michael R. "Domestic conflict and the origins of the First World War: The British and the German cases." *The Journal of Modern History* 46, no. 2 (1974): 191-226.
- Sagan, Scott D. "1914 Revisited: Allies, Offense, and Instability." *International Security* 11, no. 2 (1986): 151-75.

Friday: Explaining World War II

- Walt, Stephen. "Alliances: Balancing and Bandwagoning." In *A&J*, 153-60.

Questions:

- What factors affect the severity of the security dilemma?
- What caused WWI?
- How might perceptions of military advantage have helped to cause WWI and WWII?

Week 7 (February 28-March 4):**Monday/Wednesday:** In-class Midterm**Friday:** Review and Looking Ahead**Week 8: NO CLASS – SPRING BREAK****Week 9 (March 14-18): The Origins of the Cold War****Monday:** The Origins and Course of the Cold War

- Kennan, George F. "The Sources of Soviet Conduct." *Foreign Affairs* 25, no. 4 (1947): 566-82.

Wednesday: Explaining the Cold War **Friday:** Explaining the Cold War

- Gaddis, John Lewis. *The United States and the Origins of the Cold War, 1941-1947*. New York: Columbia University Press, 2000, 353-62.
- Jervis, Robert. "Was the Cold War A Security Dilemma?." *Journal of Cold War Studies* 3, no. 1 (2001): 36-60.

Questions:

- What were the causes of the Cold War?

Week 10 (March 21-25): Crises in the Cold War and Nuclear Weapons

Monday: Taiwan Strait Crises

- Sheng, Michael M. "Mao and China's Relations with the Superpowers in the 1950s: A New Look at the Taiwan Strait Crises and the Sino-Soviet Split." *Modern China* 34, no. 4 (2008): 477-507.

Wednesday: Cuban Missile Crisis

- Allison, Graham T. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review* 63, no. 3 (1969): 689-718.

Friday: Nuclear Weapons

- Sagan, Scott D. and Kenneth N. Waltz. "Is Nuclear Zero the Best Option?" *The National Interest*, no. 109 (September-October, 2010): 88-96.
- Tannenwald, Nina. 2007. "Introduction: The Tradition of Nuclear Non-Use." *The Nuclear Taboo: The United States and the Non-Use of Nuclear Weapons since 1945*. New York: Cambridge University Press, 2007, chapter 1: 1-28.

Questions:

- What causes international crises?
- How do nuclear weapons impact international politics?

Week 11 (March 28-April 1): The End of the Cold War

Monday: How the Cold War Ended

- Keylor, William R. 2006. "Moscow, Washington, and the End of the Soviet Empire." In *The Twentieth Century World and Beyond*, 407-22.

Wednesday: Explaining the End of the Cold War

Friday: Explaining the End of the Cold War

- Wohlforth, William C. "Realism and the End of the Cold War." *International Security* 19, no. 3 (1994): 91-129.
- Koslowski, Rey, and Friedrich V. Kratochwil. "Understanding Change in International Politics: the Soviet Empire's Demise and the International System." *International Organization* 48, no. 2 (1994): 215-47.
- Re-read Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." In *A&J*, 78-86.

Questions:

- What were the causes of the end of the Cold War? How do realist and constructivist explanations differ from one another?

Part III: International Political Economy

Week 12 (April 4-8): Cooperation and International Institutions

Monday: Games

Wednesday: Theories of Cooperation

- Jervis, Robert. "Cooperation under the Security Dilemma." In *A&J*, 125-39.

Friday: International Institutions

- Keohane, Robert O. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press, 1984, 31-46.
- Ikenberry, G. John. *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*. Princeton: Princeton University Press, 2001, 50-79.
- Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5-49.

Questions:

- How can states escape from the security dilemma?
- By what logic do international institutions promote cooperation?
- What makes cooperation harder (easier) to achieve?

Week 13 (April 11-15): International Trade and Monetary System

Monday: Trade and Investment

- Gilpin, Robert. "The Nature of Political Economy." In *A&J*, 282-99.
- Rodrik, Dani. "Why Doesn't Everyone Get the Case for Free Trade?" In *A&J*, 307-13.

Wednesday: The International Monetary System and Politics

- Kirshner, Jonathan. "Dollar Diminution and U.S. Power." In *A&J*, 550-60.
- Blyth, Mark. "The Political Power of Financial Ideas: Transparency, Risk, and Distribution in Global Finance." In *Monetary Orders: Ambiguous Economics, Ubiquitous Politics*, edited by Jonathan Kirshner. Ithaca: Cornell University Press, 2003, 239-59.

Friday: NO CLASS – Easter Weekend

Questions:

- What is the nature of political economy?
- Who can benefit from free trade?
- How is the international monetary system related with power politics?

Week 14 (April 18-22): Globalization and Financial Crisis**Monday:** NO CLASS – Easter Monday**Wednesday:** Economic Globalization

- Frankel, Jeffrey. “Globalization of the Economy.” In *A&J*, 314-30.
- Andreas, Peter. “Illicit Globalization: Myths, Misconceptions, and Historical Lessons.” *Political Science Quarterly* 126, no. 3 (2011): 403-25.

Friday: Financial Crisis

- Kindleberger, Charles P. *Anatomy of a Typical Crisis: Manias, Panics, and Crashes*. New York: Palgrave Macmillan, 2015, 38-52.
- Eichengreen, Barry. “The Last Temptation of Risk.” *The National Interest* 101 (May/June 2009): 8-14.
- Hellenier, Eric. “The Status Quo Crisis.” In *A&J*, 343-55.

Questions:

- What is globalization? What drives it?
- What causes financial crises?

Part IV: New Challenges**Week 15 (April 25-29): Humanitarian Intervention, Cyber Security, and Climate Change****Monday:** International Interventions

- Goldstein, Joshua, and Jon Western. “Humanitarian Intervention Comes of Age.” In *A&J*, 427-34.
- Gottlieb, Stuart. “Syria and the Demise of the Responsibility to Protect.” *The National Interest* (November 5, 2013).

Wednesday: Cyber Security

- Lin, Herbert. “Cyber Conflict and National Security.” In *A&J*, 461-74.

Friday: Environment

- Hardin, Garrett. “The Tragedy of the Commons.” In *A&J*, 480-85.
- Dupont, “The Strategic Implications of Climate Change.” In *A&J*, 541-549.

Questions:

- Why do states intervene?
- What is the tragedy of the commons? What drives it?
- How does cyber conflict differ from traditional kinetic conflict?
- Can international cooperation slow down climate change?

Week 16 (May 2-6): The Future of World Order**Monday:** Rise of China

- Art, Robert. “The United States and the Rise of China.” In *A&J*, 393-401.
- Posen, Barry. “Emerging Multipolarity: Why Should We Care?” In *A&J*, 532-41.
- Cox, Michael. “Power Shifts, Economic Change, and the Decline of the West?” In *A&J*, 560-71.

Wednesday: U.S. Foreign Policy***Short paper due—in class***

- Ikenberry, John. “The Future of the Liberal World Order.” In *A&J*, 522-31.
- Brands, Hal, and John Lewis Gaddis. “The New Cold War.” *Foreign Affairs* 100, no.6 (2021): 10-20.

Questions:

- What are likely implications of the rise of China for international politics?
- How would the United States respond to the rise of China?

Sample syllabus: Chinese Foreign Policy

REGN U6855 | Fall 2022

Instructor: Chengzhi Yin

E-mail: cy2687@columbia.edu

Office: Riverside Church 505A

Class Hours: W 11am-12:50pm

Classroom: International Affairs Building 402B

Office Hours: T 3pm-5pm

or by appointment

Course Description

This seminar will examine the causes, conduct, and consequences of Chinese foreign policy since 1949. We will investigate the evolution of China's relations with other great powers, the factors shaping Chinese foreign policy, and the implications for competition and cooperation in East Asia. The primary goal of this course is to help students develop an in-depth understanding of Chinese foreign policy from 1949 to the present. Students will also learn to analyze primary sources and apply different theoretical explanations to a range of empirical issues. This course has three major parts: 1) the evolution of Chinese foreign policy in the Cold War; 2) the structure and process of Chinese foreign policy; and 3) key issues in Chinese foreign policy.

Course Objectives

Upon completion of this course, students will be able to:

- Understand the major forces shaping Chinese foreign policy.
- Be familiar with the main theoretical and methodological approaches to the study of Chinese foreign policy.
- Apply theoretical frameworks to analyze critical issues in China's foreign policy and security policy.
- Critically evaluate the current and future challenges for China's foreign policy.

Reading Assignments

No required textbook. Required readings for the course are available via CourseWorks, or at the link provided in the syllabus. Please note that some links may require you to enter through the library's site.

This is a reading intensive course and we will discuss specific readings in class. You should come to class having completed all required reading and prepared to discuss it. However, this does not mean reading all of the details of the readings. Instead, you should focus on the readings' key concepts, main arguments, and logic.

The following questions may help guide your reading:

- What is the puzzle?
- What is the central argument?
- What are potential policy implications of the argument?
- What evidence is provided to support the argument? Is the evidence convincing? Why or why not?
- What are possible counter-arguments and/or counter-evidence?

Course Requirements and Grading

Undergraduate Student Requirements and Grading

- General participation (20%).
- A Class Presentation (20%). You will present one commentary (10-15 minutes) on one reading from a given week on the syllabus. In each class meeting, designated student(s) will deliver comments. The purpose of these presentations is to synthesize the issues raised by the reading(s) and stimulate discussion by your colleagues. Notify me of your choice of reading by **12:00pm on the Monday** of the week you will present.
- A Final Exam (30%). The final exam will be an essay exam given held at a university-scheduled time (Date: TBD). It will be comprised of three essay questions.
- A Research Paper (30% total: 25% paper, 5% proposal). The paper should address a particular problem associated with Chinese foreign policy. Your topic need not be limited to subjects directly addressed in the seminar. Completed research papers are due on **the last day of class (December 7)**. The maximum length of the paper is 20 double-spaced pages, with standard margins (one-inch) and standard font size (size 12). References to readings must be cited in a consistent style. A well-structured 2-page outline of the paper (double-spaced, with one-inch margins and font size 12) is due at the meeting in **Week 5 (October 5)**. This outline should address the paper's theoretical subject, its methodology, preliminary conclusions, and a discussion of sources.

Graduate Student Requirements and Grading

- General participation (15%).
- A Class Presentation (15%).
- A Research Paper (70% total: 65% paper, 5% proposal). The maximum length of the paper is 35 pages (double-spaced, with one-inch margins and font size 12).

Late Policy

All assignments are due at the start of class on the due date. Late assignments will be graded down by one grade for every 24 hours that it is late (e.g. from an A- to a B+). Last-minute requests for extensions due to poor planning will not be granted.

Attendance and Participation

Attending class is an important component of learning. You are expected to attend all class sessions. If you have to miss class for illness, family emergencies, or a similarly serious reason, notify me ***before*** you will miss class, and it will count as an excused absence. Unexcused absence will negatively affect your participation grade.

During the time of COVID-19, attending and participating might need to be remote. If you cannot attend in person, please notify me as early as possible before class, so that I can make sure the class session will be available via live-stream or recording. More information on COVID University policies and guidelines can be found at:

<https://bulletin.columbia.edu/sipa/academic-policies/attendance-policies/>.

Discussion Rules

We are addressing potentially contentious issues in the class. Debate is encouraged and expected, and everyone's opinion is important. Please state your opinions constructively, listen carefully when your colleagues are speaking, and speak to me if you are offended by something that is said in class. Respect for others is essential; disrespectful language is neither appropriate nor acceptable.

SIPA Academic Integrity Statement

The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures.

Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research. Cut and paste the following link into your browser to view the Code of Academic & Professional Conduct and to access useful resources on citation and attribution:

<http://bulletin.columbia.edu/sipa/academic-policies/>.

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.

SIPA Disability Statement

SIPA is committed to ensuring that students registered with Columbia University's [Disability Services](#) (DS) receive the reasonable accommodations necessary for their full participation in their academic programs. If you are a student with a disability and have a DS-certified accommodation letter, you may wish to make an appointment with the course instructor to discuss your accommodations. Faculty provide disability accommodations to students with DS-certified accommodation letters, and they provide the accommodations specified in such letters. If you have any additional questions, please contact SIPA's DS liaison at disability@columbia.edu and/or 212-854-8690.

Course Outline

Week 1 (September 7): Introduction

Readings:

- Niu, Jun. *The Cold War and the Origins of Foreign Relations of People's Republic of China*. New York: Brill, 2018, 1-25 ([eBook available via Columbia University Libraries](#)).
- Johnston, Alastair Iain. "China in a World of Orders: Rethinking Compliance and Challenge in Beijing's International Relations." *International Security* 44, no. 2 (2019): 9-60.
- Kirshner, J. "The tragedy of offensive realism: Classical realism and the rise of China." *European Journal of International Relations* 18, no. 1 (2012): 53-75.

Week 2 (September 14): China and Its Cold War Alliances I: USSR-China alliance

Readings:

- Chen, Jian. *Mao's China and the Cold War*. Chapel Hill: The University of North Carolina Press, 2001, chapter 3 ([eBook available via Columbia University Libraries](#)).
- Westad, Odd Arne. "Struggles for Modernity: The Golden Years of the Sino-Soviet Alliance." In *The Cold War in East Asia, 1945-1991*, edited by Tsuyoshi Hasegawa, Stanford University Press, 2011, 35-62.
- Christensen, Thomas J. *Worse Than a Monolith: Alliance Politics and Problems of Coercive Diplomacy in Asia*. Princeton: Princeton University Press, 2011, chapter 4 ([eBook available via Columbia University Libraries](#)).
- Shen, Zhihua, and Yafeng Xia. "The Great Leap Forward, the People's Commune and the Sino-Soviet Split." *Journal of contemporary China* 20, no. 72 (2011): 861-80.

Week 3 (September 21): China and Its Cold War Alliances II: North Korea-China alliance

Readings:

- Shen, Zhihua, and Yafeng Xia. *A Misunderstood Friendship: Mao Zedong, Kim Il-sung, and Sino-North Korean Relations, 1949-1976*. New York: Columbia University Press, 2018, chapters 5, 6, and 7 ([eBook available via Columbia University Libraries](#)).
- Zhang, Weiqi, and Ginger L Denton. "The North Korean Nuclear Dilemma: Does China Have Leverage?." *Journal of Asian Security and International Affairs* 6, no. 2 (2019): 107-35.

Week 4 (September 28): China's Past Wars IReadings:

- Shen, Zhihua. "China and the Dispatch of the Soviet Air Force: The Formation of the Chinese-Soviet-Korean Alliance in the Early Stage of the Korean War." *Journal of Strategic Studies* 33, no. 2 (2010): 211-30.
- Chen, Jian. *Mao's China and the Cold War*, chapter 4 ([eBook available via Columbia University Libraries](#)).
- Garver, John W. "China's Decisions for War with India in 1962." In *New Directions in the Study of China's Foreign Policy*, edited by Alastair Iain Johnson and Robert S. Ross. Stanford: Stanford University Press, 2006, 86-130.
- Martin, Peter. "Beyond 1962." *Foreign Affairs*, April 15, 2015.
<https://www.foreignaffairs.com/articles/china/2015-04-15/beyond-1962>.

Week 5 (October 5): China's Past Wars II*Outline of research paper due*Readings:

- Zhai, Qiang. *China and the Vietnam Wars, 1950-1975*. Chapel Hill: University of North Carolina Press, 2000, chapter 1 ([eBook available via Columbia University Libraries](#)).
- Chen, Jian. *Mao's China and the Cold War*, chapter 8 ([eBook available via Columbia University Libraries](#)).
- Zhang, Xiaoming. *Deng Xiaoping's Long War: The Military Conflict between China and Vietnam, 1979-1991*. Chapel Hill: University of North Carolina Press, chapters 2 and 6 ([eBook available via Columbia University Libraries](#)).

Week 6 (October 12): Chinese Foreign Policy-makingReadings:

- Jakobson, Linda, and Ryan Manuel. "How Are Foreign Policy Decisions Made in China?." *Asia & the Pacific Policy Studies* 3, no. 1 (2016): 101-10.
- Swaine, Michael D. "China's Assertive Behavior, Part Three: The Role of the Military in Foreign Policy." *China Leadership Monitor* no. 36, (January 2012).
- Lai, Hongyi, and Su-Jeong Kang. "Domestic Bureaucratic Politics and Chinese Foreign Policy." *Journal of Contemporary China* 23, no. 86 (2014): 294-313.
- Cabestan, Jean-Pierre. "China's Foreign and Security Policy Institutions and Decision-making under Xi Jinping." *The British Journal of Politics and International Relations* 23, no. 2 (2021): 319-36.
- Sun, Jing. "Growing Diplomacy, Retreating Diplomats-How the Chinese Foreign Ministry has been Marginalized in Foreign Policymaking." *Journal of Contemporary China* 26, no. 105 (2017): 419-33.

- Zhao, Suisheng. “From Affirmative to Assertive Patriots: Nationalism in Xi Jinping’s China.” *Washington Quarterly* 44, no. 4 (2021): 141-61.

Week 7 (October 19): Rise of China I: Security Issues

Readings:

- Fravel, M. Taylor. *Active Defense: Explaining the Evolution of China’s Military Strategy since 1949*. Princeton: Princeton University Press, 2019, chapters 1 and 7.
- Ross, Robert S. “The revival of geopolitics in East Asia: Why and how?.” *Global Asia* 9, no. 3 (2014): 8-14.
- Tunsjø, Øystein. “China and the United States in a new bipolar system.” In *US-China Foreign Relations: Power Transition and its Implications for Europe and Asia*, edited by Robert S. Ross, Øystein Tunsjø, and Dong Wang, New York: Routledge, 2021, 41-49 ([eBook available via Columbia University Libraries](#)).
- Segal, Adam. “China’s Pursuit of Cyberpower.” *Asia Policy* 15, no. 2 (2020): 60-66.
- Cunningham, Fiona S., and M. Taylor Fravel. “Assuring Assured Retaliation: China’s Nuclear Posture and U.S.-China Strategic Stability.” *International Security* 40, no. 2 (2015): 7-50.

Week 8 (October 26): Rise of China II: Economic Issues

Readings:

- Godement, François. “How do Monetary and Financial Issues Interact with China’s Foreign Policy Making?” In *China’s Foreign Policy: Who Makes It, and How Is It Made*, edited by Gilbert Rozman, New York: Palgrave Macmillan, 2013, 229-46 ([eBook available via Columbia University Libraries](#)).
- Drezner, Daniel. “Bad Debts: Assessing China’s Financial Influence in Great Power Politics.” *International Security* 34, no. 2 (2009): 7-45.
- Reilly, James. “China’s Unilateral Sanction.” *The Washington Quarterly* 35, no. 4 (2012): 121-33.
- Ye, Min. *The Belt Road and Beyond: State-mobilized Globalization in China: 1998-2018*. Cambridge: Cambridge University Press, 2020, chapters 4 and 5 ([eBook available via Columbia University Libraries](#)).

Week 9 (November 2): U.S.-China Relations

Readings:

- Wang, Yi. “Righting the Wrongs and Committing to Mutual Respect and Win-win Cooperation. Speech at the Opening of Lanting Forum on Promoting Dialogue and Cooperation and Managing Differences: Bringing China-U.S. Relations Back to the Right Track.” 2021. <https://www.fmprc.gov.cn/ce/cgny/eng/xw/t1855772.htm>.

- Li, Wei. "Towards Economic Decoupling? Mapping Chinese Discourse on the China-US Trade War." *The Chinese Journal of International Politics* 12, no. 4 (2019): 519-56.
- Goldstein, Avery. "The Present as Prologue: The Gloomy Outlook for US-China Relations." In *US-China Foreign Relations*, 13-32 ([eBook available via Columbia University Libraries](#)).
- Medeiros, Evan S. "The Changing Fundamentals of US-China Relations." *The Washington Quarterly* 42, no. 3 (2019): 93-119.
- Lim, Darren J. and Victor Ferguson. "Conscious Decoupling: The Technology Security Dilemma." In *China Dreams*, edited by Jane Golley, Ben Hillman, Linda Jaivin and Sharon Strange. Canberra: ANU Press, 2019.
<https://www.thechinastory.org/yearbooks/yearbook-2019-china-dreams/chapter-4-conscious-decoupling-the-technology-security-dilemma/>.

Week 10 (November 9): Russia-China Relations

Readings:

- Korolev, Alexander, and Vladimir Portyakov. "Reluctant allies: System-unit Dynamics and China-Russia Relations." *International Relations* 33, no. 1 (2019): 40-66.
- Gabuev, Alexander. "Unwanted but Inevitable: Russia's Deepening Partnership with China Post-Ukraine." In *Sino-Russian Relations in the 21st Century*, edited by Jo Inge Bekkevold and Lo Bobo. New York: Palgrave Macmillan, 2019, 41-66 ([eBook available via Columbia University Libraries](#)).
- Bekkevold, Jo Inge. "Conclusion: Sino-Russian Relations in the 21st Century." In *Sino-Russian Relations in the 21st Century*, 299-316 ([eBook available via Columbia University Libraries](#)).
- Yan, Xuetong. "China's Ukraine Conundrum: Why the War Necessitates a Balancing Act." *Foreign Affairs*, May 2, 2022, <https://www.foreignaffairs.com/articles/china/2022-05-02/chinas-ukraine-conundrum>.
- Gavin, Francis J. "With Great-Power Crisis Comes Great-Power Opportunity." *Foreign Affairs*, June 9, 2022. <https://www.foreignaffairs.com/articles/china/2022-06-09/great-power-crisis-comes-great-power-opportunity>.
- Ross, Robert S. "Sino-Russian Relations: The False Promise of Russian Balancing." *International Politics* 57, no. 5 (2020): 834-54.

Week 11 (November 16): China and East Asia

Readings:

- Chubb, Andrew. "PRC Assertiveness in the South China Sea: Measuring Continuity and Change, 1970-2015." *International Security* 45, no. 3 (2020/2021): 79-121.

- Zhang, Hongyu, and Kevin Wang. "A nuclear-armed North Korea without ICBMs: the best achievable objective." *The Nonproliferation Review* 26, no. 1-2 (2019): 143-53.
- Liff, Adam P. "Unambivalent alignment: Japan's China strategy, the US alliance, and the 'hedging' fallacy." *International Relations of the Asia-Pacific* 19, no. 3 (2019): 453-91.
- Ross, Robert S. "China-Vietnamese Relations in the Era of Rising China: Power, Resistance, and Maritime Conflict." *Journal of Contemporary China* 30, no. 130 (2021): 613-29.
- Wu, Jingjing. "The Deployment of THAAD: The Evolving Policies of the ROK." *China International Studies* 68 (2018): 85-107.

Week 12 (November 23): ACADEMIC HOLIDAY - NO CLASS

Week 13 (November 30): The Taiwan Issue

Readings:

- Whiting, Allen S. "China's Use of Force, 1950-96, and Taiwan." *International Security* 26, no. 2 (2001): 103-31.
- Hickey, Dennis V. "Parallel Progress: US-Taiwan Relations During an Era of Cross-Strait Rapprochement." *Journal of Chinese Political Science* 20, no. 4 (2015): 369-84.
- Murray, William. "Revisiting Taiwan's Defense Strategy." *Naval War College Review* 61, no. 3 (2008): 12-39.
- Lin, Syaru Shirley. "Xi Jinping's Taiwan Policy and Its Impact on Cross-Strait Relations." *China Leadership Monitor*, no. 60 (June 2019).
- Xin, Qiang. "Selective Engagement: Mainland China's Dual-Track Taiwan Policy." *Journal of Contemporary China* 29, no. 124 (2020): 535-52.
- Zuo, Xiyang. "Unbalanced deterrence: coercive threat, reassurance and the US-China rivalry in Taiwan strait." *The Pacific Review* 34, no. 4 (2021): 547-76.

Week 14 (December 7): Change and Continuity in Chinese Foreign Policy

Research paper due

Readings:

- Wu, Xinbo. "The China Challenge: Competitor or Order Transformer?" *The Washington Quarterly* 43, no. 3 (2020): 99-114.
- Yan, Xuetong. "Becoming Strong: The New Chinese Foreign Policy." *Foreign Affairs* 100, no. 4 (2021): 40-47.

- Zhao, Minghao. “Is a New Cold War Inevitable? Chinese Perspectives on US–China Strategic Competition.” *The Chinese Journal of International Politics* 12, no. 3 (2019): 371-94.
- Lee, James. “Did Thucydides Believe in Thucydides’ Trap? The History of the Peloponnesian War and Its Relevance to U.S.-China Relations.” *Journal of Chinese Political Science* 24 (2019): 67-86.
- Mitter, Rana. “The World China Wants.” *Foreign Affairs*, December 8, 2020. <https://www.foreignaffairs.com/articles/china/2020-12-08/world-china-wants>.

Evidence of teaching effectiveness

Attached here is the teaching evaluations for my course of “World Politics” at Wellesley College in Spring, 2022.

Student Evaluation Report Spring 2022

Chengzhi Yin

POL3 221 01 World Politics

Valuable Features

The course got a lot of information across and went in depth in some commonly misunderstood political concepts. I also think that the readings were helpful, but sometimes there were too many.

Features to Improve

I think that having more visual examples or interactive lessons would be good to make class more engaging.

Own Effort

I always showed up to class but I did not always do the readings. There weren't many other assignments.

Recommend Course

I wanted to learn more about international relations. I would recommend the course as it is relevant to the topic but I do feel as though it focussed a lot on theory rather than more modern-day practical applications or analyzing actual ongoing conflicts or political issues.

Rating of Course

Neither Recommend nor Discourage

Recommend Instructor

Professor Yin was a good instructor. I don't have many comments, but he was solid and well-informed.

Rating of Instructor

Recommend

Valuable Features

I thought the most valuable part was the book report. Even though at the time it seemed long and a little unnecessary I learned a lot and had to critically think about the information. In the future, I think it would be better if there were shorter book options to choose from though.

Features to Improve

The lectures were fast and pretty boring. Had to struggle to pay attention, because if I blanked out for 2 minutes I would be lost for the rest of class. Time seemed to move very slowly in class.

Own Effort

Did probably around half of the readings until I didn't have time/effort in my schedule anymore. Went to all classes unless I was sick. Thought a lot about the big assignments.

Recommend Course

To fulfill an IR-PS requirement but have since dropped the major. Wouldn't recommend this professor to future IR students, but they have to take the class.

Rating of Course

Recommend

Recommend Instructor

Moved really fast and expected an understanding of things not directly covered in class/readings. He's new though so I'm sure he'll improve in the future. The main problem was how fast he went through lectures.

Rating of Instructor

Neither Recommend nor Discourage

Valuable Features

The most valuable feature of this course was the in class discussion generated during lectures. The course was eye opening to an entirely new field that I had not previously explored to this depth, and I would gladly take it again. The providing of external reading to support in class work and the addition of key insights to the syllabus helped further facilitate my learning.

Features to Improve

One feature that could be improved is that the office hours provided were a bit restrictive. As someone who was not available on Wednesday, I would have appreciated an additional set of hours sometime else during the week. Other than that, I felt well supported academically by the lecture style and the slides provided online.

Own Effort

I put a good deal of effort into this course. It was the first traditional lecture based course I have taken in four years, and as such I wanted to give it my all. I did all the assigned readings, and met frequently with classmates to discuss the material outside of class.

Recommend Course

I wanted to explore the political space, which I have long considered entering after graduation. I would definitely recommend this course to students in a similar position, as it not only provides a solid insight into international politics but also political theory and history as a whole.

Rating of Course

Strongly Recommend

Recommend Instructor

I would absolutely recommend him. He was engaged and lively, and very considerate of prioritizing student learning in the course.

Student Evaluation Report Spring 2022

Chengzhi Yin

POL3 221 01 World Politics

Rating of Instructor
Strongly Recommend

Valuable Features
loved the course material and the accompanying slides

Features to Improve
readings are too long and course could be slightly more interactive

Own Effort
I always went to class because Chengzhi explained the concepts well. But because the readings were too long (and with information irrelevant for the course) I stopped doing the readings.

Recommend Course
major requirement but also genuine interest

Rating of Course
Strongly Recommend

Recommend Instructor
Chengzhi is highly organized and has improved a lot throughout in making the class more interactive and less abstract. With more experience he will do great

Rating of Instructor
Neither Recommend nor Discourage

Valuable Features
The lectures are very helpful. If there's something that I didn't understand in the readings, we would usually cover it in the lectures.

Features to Improve
I wish we could discuss some of the reading in detail.

Own Effort
I attend class and participate. I also read almost every assigned reading. The time spent on this class is roughly 4-6 hours/week.

Recommend Course
To fulfill a major requirement and to learn more about the topic. I would recommend this class to students with similar objectives because I think I have fully grasped all the concepts covered in this class. It is also a good experience.

Rating of Course
Recommend

Recommend Instructor
Professor Yin is very accessible outside class. He provides all the necessary material needed for exams (slides, weekly takaways). He also explains complicated concepts well.

Rating of Instructor
Recommend

Valuable Features
Professor Yin was flexible with office hours and very understanding.

Features to Improve
More specifics on what assignment will and should look like -- I credit/non-ed the course because I could not gauge how well I could perform in the course.

Own Effort
Attended every class and completed all assignment.

Recommend Course
Major requirement and to learn about a field I am interested in. I would neither recommend or discourage this course.

Rating of Course
Neither Recommend nor Discourage

Recommend Instructor
I believe it was his first-year teaching at Wellesley, he was a good professor given the circumstances with COVID/a new environment.

Rating of Instructor
Neither Recommend nor Discourage

Valuable Features
The structure of the content was well organized. The material builds on top of each unit and everything is well connected.

Student Evaluation Report Spring 2022

Chengzhi Yin

POL3 221 01 World Politics

Features to Improve

Reading a little bit less about theory and focusing a bit more on current and past relations. I think having some definitions of key terms posted on slides would be a bit helpful in getting everyone a solid foundation.

Own Effort

Attended almost every class. I did every reading. Our readings were lengthy, so I spent about 4-5 hours outside of class on pre-class readings per week.

Recommend Course

Fulfill a major requirement. Learn more about international institutions and relationships between states. I would recommend this class to other students. It builds your critical thinking skills and has very interesting content. The course syllabus is arranged very well and flows smoothly.

Rating of Course

Recommend

Recommend Instructor

Yes, absolutely. Chengzhi is a wonderful professor. Not only is he incredibly knowledgeable, but he is always willing to answer questions and meet with his students. He asks students if they have questions quite frequently during class, allowing students to have the space to ask questions when needed. For Chengzhi, no question is a bad question. He answers questions compassionately and in a thorough manner. Chengzhi makes himself available outside of class and is always willing to fit time into his schedule to meet with students even if it means outside of office hours. He is incredibly dedicated, smart, and understanding. He explains course content well, provides relevant context to our lives, and is organized.

Rating of Instructor

Strongly Recommend

Valuable Features

This course taught me theories that will be applicable to my major throughout my time at Wellesley.

Features to Improve

I struggled with the teaching style at times. The course is very lecture-heavy, which limits discussion and creates an intimidating environment.

Own Effort

I did all the readings at the beginning of the semester, but I struggled with completing them as the semester progressed. I was unable to find a method that allowed me to learn the material from the readings but also get through them in an efficient manner.

Recommend Course

This course was a requirement for my major. I would recommend this course as it lays the foundation for learning about international relations.

Rating of Course

Neither Recommend nor Discourage

Recommend Instructor

Professor Yin is very kind and understanding. Although the teaching style of the course was not the most helpful for me, Professor Yin was always there to appease my worries regarding an assignment or answering questions about the course.

Rating of Instructor

Recommend

Valuable Features

Features to Improve

Own Effort

Recommend Course

Rating of Course

Strongly Recommend

Recommend Instructor

Loved the teaching style. This class is by far the most informative and comprehensive Poli Sci class that I've taken at Wellesley.

Rating of Instructor

Strongly Recommend

Valuable Features

This course covers A LOT of information and professor Yin does his best to provide clear and accurate analysis on information.

Student Evaluation Report Spring 2022

Chengzhi Yin

POL3 221 01 World Politics

Features to Improve

This course could benefit from encouragement of student participation, getting their thoughts on certain ideas. Instead of doing so many dense readings, maybe we can read current articles or look at other media to understand world politics. Additionally, maybe the syllabus can be updated to include more diverse voices.

Own Effort

I attended all classes, did some readings and completed all assignments. 5 hours outside of class each week.

Recommend Course

To fulfill a major requirement.

I would recommend this course but it is different from other political science classes that I've taken because we discuss theory and ideologies.

Rating of Course

Neither Recommend nor Discourage

Recommend Instructor

Yes, Professor Yin is approachable, usually available and encourages us to ask questions.

Rating of Instructor

Recommend

Valuable Features

The most valuable feature of this course is definitely the amount of examples the professor gave in class of every concept we were covering.

Features to Improve

I wish the actual sessions had been more engaging. Although informative, listening to and taking notes for a 75 minute lecture, it was hard to stay focused the entire time.

Own Effort

I went to every class session, although I rarely participated. I did not do a majority of the readings although I put in my best effort into each assignment. I did not spend many hours outside of class time doing work for this class each week, maybe 5 at most.

Recommend Course

I took this class to fulfill a major requirement. I would only take it again if it was required.

Rating of Course

Recommend

Recommend Instructor

I would recommend this instructor to other students. Although the material was a little dry, Professor Yin did his best to make it engaging with contemporary examples (such as using the movie the Matrix to explain some concepts).

Rating of Instructor

Recommend

Valuable Features

The book review essay was the most valuable part of the course because it gave me a chance to apply my learning in an otherwise heavily lecture based course. For example I was able to challenge myself to consider ways in which power politics, a concept we learned in class, could be applied to the US China tension.

Features to Improve

I would love it if we had more assignments outside of just the midterm and the final. Both were weighted 25% and 40% of our grade respectively, which contributed to a lot of stress. Additionally, because of the lecture-based style, the focus of the midterm/final was memorization more than application of the content. I think that it would be valuable to put more emphasis on in-class discussions and papers, which would test our ability to apply the concepts rather than just memorize them.

Own Effort

I frequently attended office hours and was very attentive in lectures.

Recommend Course

I was interested in political science as a major and wanted to take an introductory course to see what it was like.

Rating of Course

Neither Recommend nor Discourage

Recommend Instructor

Professor Yin was a very approachable professor. He frequently made time with me to speak outside of class to clarify concepts and provide me with real-world explanations in order for me to better grasp the material. He really made an effort to respond to student feedback as well. He created a mid-semester feedback form, and in response to requests for additional testing opportunities, he gave us an optional extra assignment. Additionally, throughout the semester he responded to our requests for content and learning goals by providing us with weekly takeaway sheets that included the information we should focus on for that week. He is a very responsive professor who is always open to feedback. He also has a lot of insight into international politics and has the ability to explain every political incident thoroughly, from multiple perspectives. I would strongly recommend him to other students.

Rating of Instructor

Student Evaluation Report Spring 2022

Chengzhi Yin

POL3 221 01 World Politics

Strongly Recommend

Valuable Features

It extended my knowledge of politics and helped me learn about certain theories like liberalism, constructivism, and realism.

Features to Improve

It could be more interactive and just be more than going over slides. It is already dense information and it would be better learnt than just slides. Also, there should not be a final exam after we have had to do a book review for the last day of class.

Own Effort

I did the majority of the readings and only missed a couple of classes because of lacrosse.

Recommend Course

I want to be a poli sci major and I took American Politics last semester and wanted to see what the other disciplines were like.

Rating of Course

Discourage

Recommend Instructor

I would not only because he would only read off of slides and then when someone asked a question he would give a vague explanation. I just did not see that he connected with any of his students.

Rating of Instructor

Neither Recommend nor Discourage

Student Evaluation Report Spring 2022

Chengzhi Yin

POL3 221 01 World Politics

Course Summary

Enrollment	21	Number of SEQs	13	Percent Responding	62%		
		Strongly Recommend	Recommend	Neither Recommend Nor Discourage	Discourage	Strongly Discourage	No Answer
Rating of Course	Number Percent	3 23%	4 31%	5 38%	1 8%	0 0%	0 0%
Rating of Instructor	Number Percent	4 31%	5 38%	4 31%	0 0%	0 0%	0 0%

Summary of professional development activities

I have taken several significant steps to improve my teaching. I am participating Boston College's Apprenticeship in College Teaching Program (ACT). It is a program aiming to prepare graduate students for teaching careers in higher education. It conducts seminars on various pedagogical questions. I have participated in seminars on course design, assignment design, active learning in the classroom, and fostering a positive classroom climate that promotes student learning. Participation in these seminars has led me to make modifications to my syllabi and adopt new pedagogical approaches. The ACT also provides opportunities for classroom observations, allowing me to communicate with faculty members and reflect on my classroom practices. Through my participation in these events, I have modified my teaching practices and experiment with new methods and new assignments to help enhance students' learning,

I have regularly attended workshops and programs offered by American Political Science Association (APSA) and Midwest Political Science Association (MPSA). APSA annual meetings conduct teaching and learning conference (TLC), an interactive forum that provides an opportunity for scholars to share new techniques for teaching. Themes of each year's TLC reflect important themes in the contemporary world. For instance, the theme of TLC at APSA 2021 annual meeting was "Teaching Pluralism through Political Science Education" and this year's theme is "Teaching Political Science in a Post-Pandemic Era." Participation in these workshops ensure that the theme and content of my classes reflect real world issues and current practice. In addition, I have regularly participated in MPSA Mentoring Programs. These annual programs provide opportunities to connect with faculty mentors and discuss professional development plans and questions. Interacting with those mentors has helped clarify many questions I have for teaching and leads me to reflect on my teaching styles and strategies.

I continue to seek opportunities to enhance my teaching skills and modify my courses, as I believe there is always room for improvement. As a teacher my goal is to provide the students with an intellectual learning environment to help them get to where they need to be. For the rest of my career, I aim to develop my skills and be the best teacher I can be.