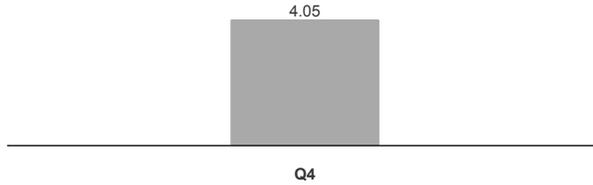


Columbia University: Arts & Sciences
A&S Fall 2018 Standard Evaluation

Course: ECONGU4325_001_2018_3-ECONOMICDEVELOPMENTOFJAPAN: ECONGU4325_001_2018_3 - ECONOMIC DEVELOPMENT OF JAPAN
Instructor: David Weinstein *
TA: Tatyana Avilova,Cameron LaPoint
Response Rate: 39/56 (69.64 %)

At A Glance : Overall Assessment

Excellent
Very Good
Good
Fair
Poor



Q4 - What is your overall assessment of the course?The answer to this question will generally be available in Vergil.

1 - What did you learn - in terms of knowledge, skills, or perspectives - in this course?The answer to this question will generally be available in Vergil.

Response Rate	19/56 (33.93%)
<ul style="list-style-type: none"> • Overview of Japanese history from the Middle Ages to the modern period; basics of banking and finance (regulations, bond pricing, etc); industrial and financial policies taken up by the Japanese government over time; some labor and gender economics; some risk analysis. • Learned a lot of stuff about economics and Japan. • Japan history from the Tokugawa Era to modern-day. Review of basic, general microeconomic principles. Banking crisis in Japan. • I learned a lot about the history of Japan and Japanese economics. I also learned some general economics like international trade, finance, etc. • N/A. • I learned the economic history of Japanese development. • A few new economic models and some Japanese history. • How to write an economic research paper • Economic development of japan • Economic history of Japan from 15th century to today. Japan's financial institutions, labor markets, trade with other countries, financial crises, etc. • Japanese economy - from early Meiji period to contemporary times • Japan History and some stuff about econ • I learned a lot about the economic history of japan, applied economic theory (national accounting, labor economics, discrimination, trade, taxation, etc), financial models (how bonds are valued, insolvency, etc) as well as a review of the empirical literature on many topics related to Japanese development. • how to develop economic hypothesis and test with empirical data, history and economic policy in japan • Economic development of Japan • economic history of japan, current economic policies of Japan and other macro/ micro concepts not covered in introductory courses • Economic history and development of japan along with some economic theory • Japanese development, zipf's law, basic labor contracts, history of japan • Learnt a ton about Japan's history and economy through many different topics. 	

2 - What percentage of the work (including reading) assigned for this course did you complete on schedule?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
All or almost all	(1)	15	38.46%		
Most	(2)	14	35.90%		
Some	(3)	10	25.64%		
This question is not applicable	(4)	0	0.00%		
				0 25 50 100	
Response Rate					
39/56 (69.64%)					

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3 - What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.

Response Rate	19/56 (33.93%)
<ul style="list-style-type: none"> I really enjoyed this class! It uses Japan as a lens through which we learned multiple topics in economics. There was a fair amount of reading, which I sometimes struggled to complete on time, but otherwise, I thought that it was structured well. Very good insights into the economic development of Japan. Interesting class. 8:40 makes it hard to be active in class but that's just me. shouldn't be at 8:40am. A very interesting course that seems to want to go into two different directions (economic and history). In addition, latter half of class seems way too focuses on financial world of Japan rather than general economic trends. Latter problem sets and main essay also seems to push the class towards a research perspective, which was not described in the course description. N/A. This course is relatively interesting, however this class is not for the faint of heart (which I am). The midterm has more history concepts than expected, and the paper can absolutely destroy you if you are inexperienced at research/econ (which I am, having just finished Micro and Macro). Take this after taking a few other econ classes, and choose something based on the stats available on e-stats for your essay (I didn't and it really messed me up, especially disappointing after doing well on the midterm). Weinstein and his TAs are very strong. It was great!!! I would definitely recommend this course Strengths: a well-organized and systematic study of Japan's economy Weakness: can be boring at times Very good historical overview of the economic development of Japan. Quite a unique class in the econ department given that most other classes are either topic or concept based, rather than a chronological historical survey. It's cool, I get a little confused on its purpose though, Like is it a history class to an Econ class The course is very interesting. It could be improved by refining the scope of the class so that it is not so overwhelming. The course tries to do too much, teaching students about policy history and empirical analyses while also requiring a precise knowledge of theoretical models and equations. really engaging in lecture and very informative but it is sometimes unclear what we are expected to know for exams You get out of it what you put in. Potential to be excellent strength - clear, concise and very informed and experienced teaching. cons - lecture could be more interactive, more guidance for research paper The course was awesome! I feel like this is the way econ is supposed to be taught, with all of the theories being grounded in a historical narrative. All of the exercises were helpful and the lectures were enriching. Exam question needs to be phrased in a more understandable manner!!! Many friends and I after the midterm believed that we missed several questions simply because of the wording. This class pretends to be a global core history class with some econ, but is really just an econ elective with some light global core. Honestly, I don't know how this class became a global core. It's ALL models + some history facts. It's a fine class. The final paper is a bit heavy and you will not get it done the night before because of data limitations. Give it a week before hand. This course left me confused. It was suggested as one of the easiest electives in the economics department and also satisfied global core requirement. In terms of economics it was really easy, in terms of history it was easy as well, however, both of those things combined it became this weird mix of learning econ models and historical events at the same time. It felt like we didn't go deep into either of them, so from economics perspective it wasn't any more advanced than Principles class, in terms of history, it was mainly descriptive analysis with some economic intuition behind. What was confusing is the amount of topics that were covered. Each lecture we would literally cover a different topic in economics, starting with urban economics, then financial economics (PDV), behavioral economics (loss aversion), labor economics (discrimination in the labor market), health economics (Japanese healthcare system), industrial organization (cartels), macroeconomics (IS-LM, monetary, fiscal policies), public economics, money and banking, stock markets, economic crises, etc. just to name a few. All that + putting everything into historical context made this class both complicated and also less satisfying because we just went through all those topics very superficially. And also the workload was not appropriate since there were biweekly problem sets, midterm and the final (standard for an econ elective) + research paper, which made the workload substantially heavier than other electives. The goal of the paper wasn't clear either - it was presented as an economic research paper but then the quality expectations were not as high as the seminar paper (i.e. no regression analyses required), so then it was a research paper that was just a literature review and descriptive statistical analysis, which didn't make the research experience very rewarding. 	

4 - What is your overall assessment of the course?The answer to this question will generally be available in Vergil.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	16	41.03%		4.05	Question		
Very Good	(4)	10	25.64%					
Good	(3)	12	30.77%					
Fair	(2)	1	2.56%					
Poor	(1)	0	0.00%					
				0 25 50 100				
Response Rate				Mean	STD	Median		
39/56 (69.64%)				4.05	0.92	4.00		

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5 - Would you recommend this course to another student?The answer to this question will generally be available in Vergil.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Definitely recommend	(1)	14	35.90%		
Probably recommend	(2)	17	43.59%		
I'm not sure I'd recommend	(3)	8	20.51%		
Probably not recommend	(4)	0	0.00%		
Definitely not recommend	(5)	0	0.00%		
				0 25 50 100	
Response Rate					
39/56 (69.64%)					

6 - Please qualify your recommendations if you wish:The answer to this question will generally be available in Vergil.	
Response Rate	9/56 (16.07%)
<ul style="list-style-type: none"> • It's probably important to bring a general interest in Japan into the class with you. • It's a good econ elective and counts for global core. Interesting enough and the professor is nice. There's a paper and a final so that's more work than usual I guess. • Class is great for those who wish to pursue grad school in economics. Not too focuses on history that is expected from a global core. • I would recommend to an econ major who actually likes history and econ. I would not recommend this to someone who is just majoring in econ for money, or who isn't sure if they are an econ major yet. Don't just take it because it's a global core. That will be a mistake. Not to say it is a bad course, Weinstein and his TAs are great. • Good for econ requirement and global core. Professor Weinstein tries to make class interesting and is knowledgable • I find this course more challenging than the other 4000-level econ electives I have taken. Workload is heavier, a lot of historical and economic information to learn, problem sets are not easy, and exams are hard. A 10-page empirical term paper is also required. Lectures can be monotonous and hard to pay attention to at times, especially being an 8:40 class. But Prof. Weinstein is probably the best professor to learn this subject from - he has a lot of expertise in this field, is passionate about the subject and interacting with students, and has a great sense of humor. Overall, 1) this is a difficult class, 2) professor is pretty great. • Financial economics courses like money and banking are not pre-requisites for this course, but you might reconsider taking this class if you do not have familiarity with those topics. • heavy workload toward final and hard to study for exams • It's a global core and econ elective. You'll take it because you need it. 	

7 - How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much heavier workload	(1)	6	15.38%		
Heavier workload	(2)	19	48.72%		
Similar workload	(3)	12	30.77%		
Lighter workload	(4)	2	5.13%		
Much lighter workload	(5)	0	0.00%		
No basis for comparison	(6)	0	0.00%		
				0 25 50 100	
Response Rate					
39/56 (69.64%)					

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8 - How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.)The answer to this question will generally be available in Vergil.

Response Rate	21/56 (37.5%)
<ul style="list-style-type: none"> • About 4? • 8 • 4 • 6-10 hours • 5.5, only 5 problem sets in entire semester, plus one research paper. • 2. • 10 • 15 • 12-14 hours • ~10 • 8 • 3~4 hours • not sure depends on the week • 12 • 8 • Not much week to week, a lot for exams and paper • 8 • 4-5 • 2 hours per week throughout semester, 30 hours towards the end due to final + final paper • 4 • 7h 	

9 - What are the strengths and weaknesses of Tatyana Avilova (discussion section leader, lab section leader, grader) as an instructor, and how might Tatyana Avilova's teaching be improved?

Response Rate	17/56 (30.36%)
<ul style="list-style-type: none"> • Both TAs are great! I usually went to Ms. Avilova because of my schedule, and she was always very helpful and willing to give feedback, explain topics presented in class, etc. • Very nice and helpful TA. • Very prompt in responding to emails and is very nice. • She's very approachable and helpful. • Very informative instructor, clarified things really well. • N/A. • Both TAs were very helpful. They both will go above and beyond to help you. • Tanya was very approachable and helpful throughout the semester. Definitely one of the best TA's I've had at Columbia. • She was amazing and very helpful!! 11/10 • She is good at her job, very clear • Tanya was one of the best TAs I've ever had access to at Columbia. She was incredibly responsive and available. She was knowledgeable and enthusiastic about the material, and had an excellent way of explain challenging course topics. • clear in answering questions • in constant communication with students, emails are always clear and concise, holds very helpful review sessions for midterms, final papers and finals • Very helpful TA! • Generally helpful. However, I was asked to wait outside for 20 minutes during TA OH because Tatyana and Cameron are discussing grading issues? I don't think TA hours should be used for that, so 2 marks deducted for that. • Tanya is fucking great. She met with so many students for their papers, is an excellent TA, know's whats up. Keep on keeping on. • Both TAs were great. Very helpful with the exam/paper prep material. Sent regular emails to keep everyone updated. Prompt answers on Piazza about everything. Very nice collaboration between the TAs as well as all the emails were signed by both of them. 	

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10 - What is your overall assessment of the effectiveness of Tatyana Avilova?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Excellent	(5)	19	67.86%			
Very Good	(4)	5	17.86%			
Good	(3)	4	14.29%			
Fair	(2)	0	0.00%			
Poor	(1)	0	0.00%			
				0 25 50 100	Question	
Response Rate			Mean		STD	Median
28/56 (50.00%)			4.54		0.74	5.00