



HUMA 11700 1 - Philosophical Perspectives III - Instructor(s) - Malte Willer

Project Title: **College Course Feedback - Spring 2025**

Number Enrolled: **4**

Number of Responses: **2**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Friday, June 27, 2025**

What are the most important things that you learned in this class? Please reflect on the knowledge and skills you gained.

| Comments |
|---|
| Various of the seminal perspectives on philosophical ethics. |
| I learnt alot about communicating and about the moral perspectives of various minds that are deemed to be geniuses/ |

Describe how aspects of this class (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|---|
| The class was all discussions, and I find this extremely helpful to understanding the texts as it promotes a variety of perspectives and allows you to see if your own perspective should hold up to the opinions/criticisms/views of others. |
| All aspects were great, with a great discussion occurring in all classes due to the active class as a whole. |

Please respond to the following:

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------------------|----------|---------|---------|----------------|
| This class challenged me intellectually. | 4.00 | 4.00 | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |
| I understood the purpose of this class and what I was expected to gain from it. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| I understood the standards for success on assignments. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Class time enhanced my ability to succeed in graded assignments. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| I received feedback on my performance that helped me improve my subsequent work. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| My work was evaluated fairly. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| I felt respected in this class. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| I felt comfortable expressing my ideas freely in this class. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Overall, this was an excellent class. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |

Additional comments about the class:

| Comments |
|--|
| Great class, would like to take another. |

I would recommend this class to:

| | No | Yes |
|---|-------|---------|
| Highly-motivated and well-prepared students | 0.00% | 100.00% |
| Anyone interested in the topic | 0.00% | 100.00% |

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

| Comments |
|--|
| He did a good job of briefly and succinctly clarifying topics of conversation before opening the class discussion. |
| His quite deep discussions and funny humor. |

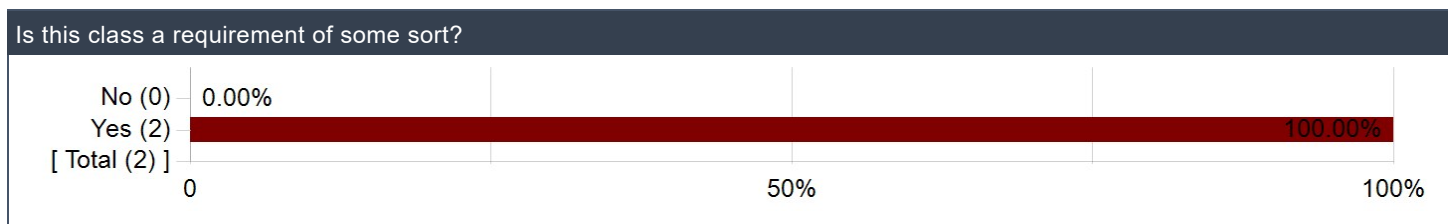
What could the instructor modify to help you learn more?

| Comments |
|----------------------------|
| Can't really think of much |
| Nothing |

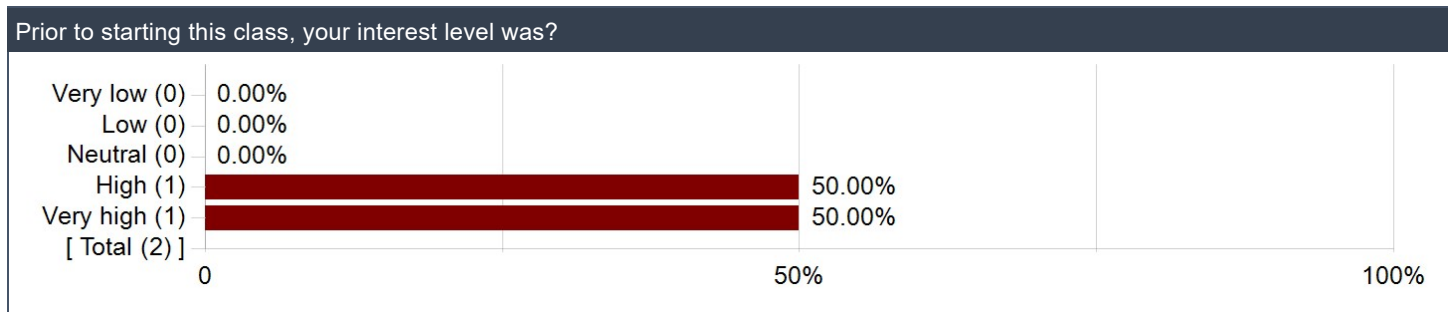
The Instructor . . .

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|--|------|--------|-------------------|----------|---------|--------|----------------|-------|
| Organized the class clearly. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% | 0.00% |
| Presented lectures that enhanced your understanding. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% | 0.00% |
| Facilitated discussions that were engaging and useful. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |
| Stimulated your interest in the core ideas of the class. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |
| Challenged you to learn. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |
| Helped you gain significant learning from the class content. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |
| Was available and helpful outside of class. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |
| Motivated you to think independently. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% | 0.00% |
| Worked to create an inclusive and welcoming learning environment. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% | 0.00% |
| Overall, this instructor made a significant contribution to your learning. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |

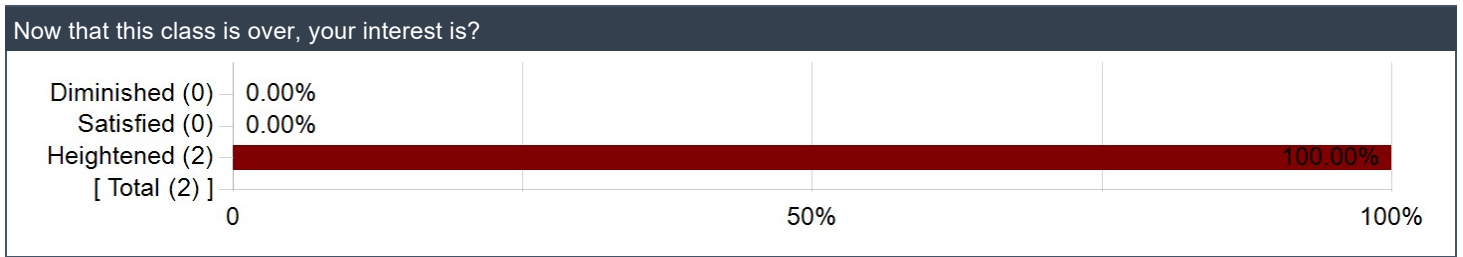
Is this class a requirement of some sort?



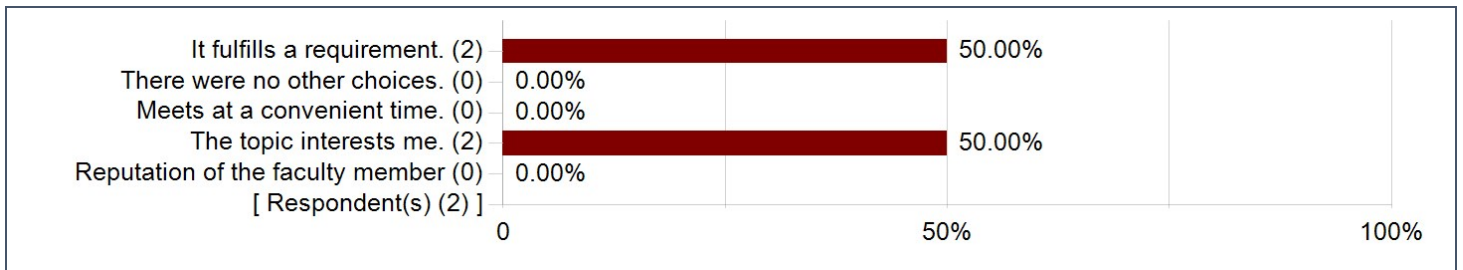
Prior to starting this class, your interest level was?



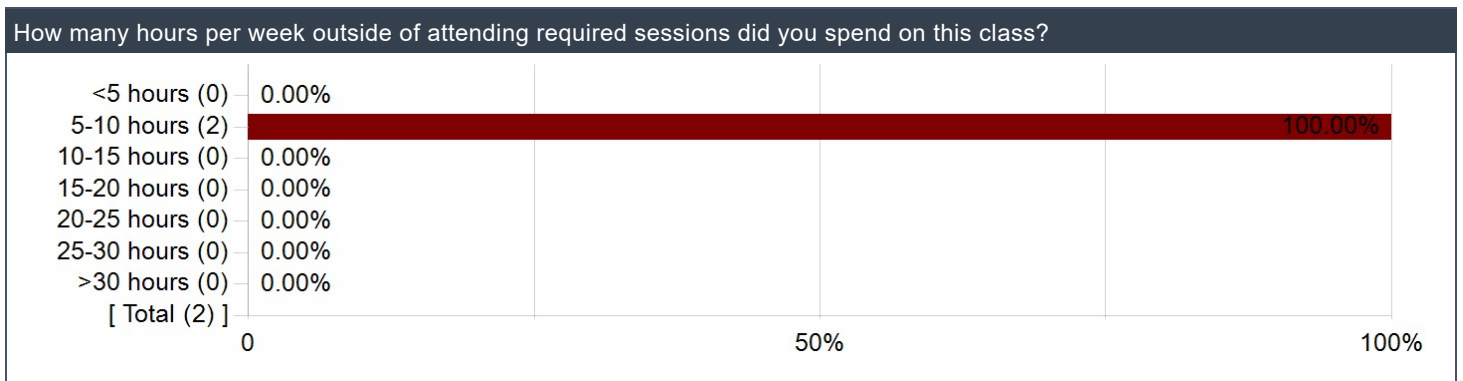
Now that this class is over, your interest is?



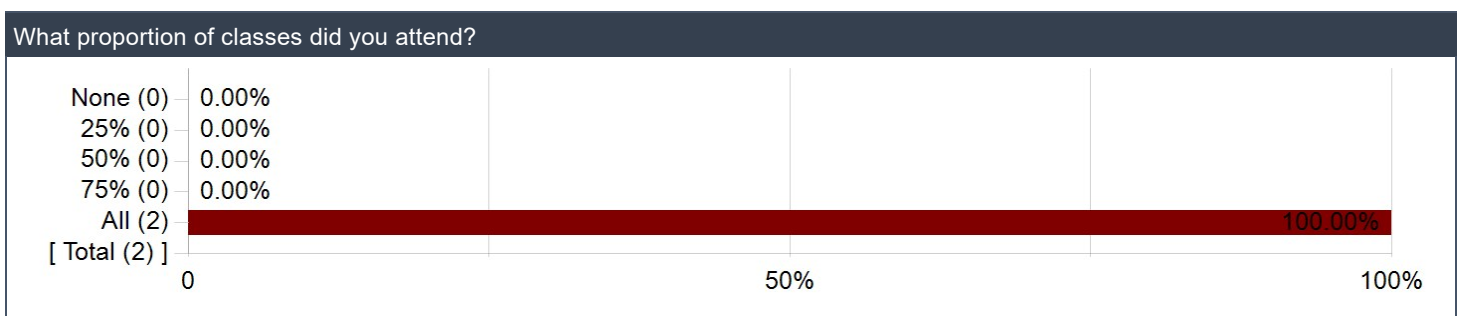
Why did you choose to take this class? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this class?



What proportion of classes did you attend?



Please comment on the level of difficulty of the class relative to your background and experience.

Comments

Not too difficult at all as it doesn't assume any prior knowledge of philosophical concepts



HUMA 11500 9 - Philosophical Perspectives I - Instructor(s): Malte Willer

Project Title: **College Course Feedback - Autumn 2023**

Number Enrolled: **19**

Number of Responses: **13**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Monday, January 8, 2024**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|---|
| a lot of philosophy. how to write a philosophical argument. we read a plato's five dialogues, the republic, theban plays, and nichomachean ethics |
| I learned about the philosophies of Plato, Socrates, and Aristotle, as well as how to effectively write philosophical papers. |
| Learning how to write analytical papers on philosophical works. |
| I learned how to be more nuanced in my writing and be able to tackle and write about abstract concepts in a concise and direct manner. |
| What a virtuous character entails. |
| I learned how to work through difficult texts and think critically. |
| I thought it was really helpful in learning how to parse through dense texts and better understand them. I think I gained a lot of skills in this regard. |
| How to approach the reading and discussion of major philosophical texts. |
| Of course, what I learned in this class can best be summarized by the literary content we covered and the ways of thought that we studied. But I think the skill I gained the most in would more accurately be my argumentative skill, and more specifically my capacity to build a well defended argument on complicated subjects. |
| I began learning how to write a philosophical paper and about key thoughts from Plato and Aristotle. |
| I gained fundamental knowledge on Plato's and Aristotle's ideas on the topics of justice and virtue, an pondered on the meaning of what it is to lead a moral life. I also learned about the moral conflict between the individual and society. |
| There isn't a single way of looking at anything. |
| To defend an argument exhaustively, predicting the possible counterarguments and dealing with them in advance. |

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|---|
| discussions helped, but I also really appreciated the summary sheets Professor Willer made |
| The lectures were very interesting and expanded the topics in the readings very well. |
| In-class daily discussions helped interpret and understand the text. |
| The class discussions were always helpful and collaborative and we always talked about the themes in the readings, helping with my understanding of the text. |
| Class discussions provided useful recaps of reading material. |
| The lectures were really discussions and they helped a ton in understanding the text. |
| In class discussions were very helpful, writing seminars were great too. |
| Lectures and discussions were most productive. Essays, though necessary, were consistently rather separated from course discussions. |
| I believe that the in-class discussion format was especially helpful because it forced me to constantly question my own thoughts and assertions and ensuring they are right while I was in class as I was part of the conversation. This directly translated to it being easier for me to do the same in essays. |
| Classes usually consisted of a brief summary from the professor followed by relatively open though somewhat guided discussion. Professor Willer is clearly extremely knowledgable and familiar with the texts—and philosophy more generally—which made for an enjoyable environment. He also provided summary sheets which were excellent. |
| Discussions during class were very interesting and thought provoking. For each of the topics covered, the discussions lead either by the professor, or the students, expanded on the topics of the readings and provoked interesting insights from everybody which were helpful to extract value from the author's ideas. The essay prompts tested the student's understaing on the topics of the class while also giving him certain ammount of liberty to explore the topic on his own. |
| This course has improved my writing skills and analytical ability to examine a text. |
| The discussions were very helpful for me, it allows you to see what other people think and either to reinforce your views or to challenge them. This is further done in the lectures themselves. |

Please respond to the following:

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------------------|----------|---------|--------|----------------|
| This course challenged me intellectually. | 4.54 | 5.00 | 0.00% | 0.00% | 0.00% | 46.15% | 53.85% |
| I understood the purpose of this course and what I was expected to gain from it. | 4.38 | 4.00 | 0.00% | 0.00% | 0.00% | 61.54% | 38.46% |
| I understood the standards for success on assignments. | 3.77 | 4.00 | 0.00% | 0.00% | 38.46% | 46.15% | 15.38% |
| Class time enhanced my ability to succeed in graded assignments. | 4.15 | 4.00 | 0.00% | 15.38% | 0.00% | 38.46% | 46.15% |
| I received feedback on my performance that helped me improve my subsequent work. | 4.31 | 5.00 | 0.00% | 7.69% | 7.69% | 30.77% | 53.85% |
| My work was evaluated fairly. | 4.54 | 5.00 | 0.00% | 0.00% | 0.00% | 46.15% | 53.85% |
| I felt respected in this class. | 4.69 | 5.00 | 0.00% | 0.00% | 0.00% | 30.77% | 69.23% |
| Overall, this was an excellent course. | 4.69 | 5.00 | 0.00% | 0.00% | 7.69% | 15.38% | 76.92% |

Additional comments about the course:

| Comments |
|--|
| I had a great prof. |
| Professor Willer is also incredibly hilarious and nice |

I would recommend this course to:

| | No | Yes |
|---|-------|--------|
| Highly-motivated and well-prepared students | 7.69% | 92.31% |
| Anyone interested in the topic | 7.69% | 92.31% |

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

| Comments |
|--|
| office hours helped. also the summary sheets were nice |
| Just listening to him talk about the material was enough to understand it better. |
| The balance between student-led discussion and explanation of concepts was good! |
| Our class discussion regarding the reading and different themes for the specific book and the course overall. |
| When he elaborates on the material |
| Instructor lead discussions. |
| I think just generally the way that class was directed, meaning the discussion/lecture hybrid style, allowed me to understand the texts and focus on elements of the readings that I wouldn't have otherwise picked up on. |
| The discussions and subsequent summary sheets were very strong companions to the text. Lecture was for the most part minimal, open discussions bookended by commentary from Prof. Willer. |
| I was personally very appreciative of the way he presented himself as a part of our discussion. Although he was of course taking on the role of the professor, he was always willing to question whether he knew the answer to a certain question or the right way to go about a certain problem. Of course, I would probably not appreciate this that much from my math professor, but in a subject like philosophy where a clear solution can rarely ever be found, I thought this made the class very compelling. |
| Definitely his expertise and openness to answer questions made the class better. I also think the provided summary sheets were a key component in recalling everything we had read since there was a lot covered. |
| I liked Mr. Willer's friendliness and relaxed aura that helped the students feel comfortable to participate during class. I felt that his focus was equally divided into discussion and theory, which is great for better understanding and exploration of the topics. |
| Level of engagement and interaction with all students |
| What helped me the most was professor Willer's approach to teaching the class, I really appreciate how he directs dialogues and gives everyone the chance to participate. |

What could the instructor modify to help you learn more?

| Comments |
|---|
| Perhaps there could have been more structured discussions. |
| Nothing, the course was actually very good. |
| I feel like we kind of jumped around some texts which made it confusing. |
| I'm not really sure... |
| Though I had great confidence that the pedagogy was very informed at each step, pertaining particularly to the introduction and contextualization of concepts, some concept for how we were going to progress through the course would have been appreciated. Though there was continuity looking backwards, there was rarely such a confidence looking forwards. |
| I am sure this is just due to curriculum requirements, but I felt the course was half way between an intro and a survey course, which made it feel a little aimless or superficial at times. I would have appreciated opportunities to go deep into specific parts of texts in class just as we did on papers. |
| Absolutely nothing |
| Nothing, professor Willer does an excellent job in clearly explaining things. |

The Instructor . . .

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|--|------|--------|-------------------|----------|---------|--------|----------------|-------|
| Organized the course clearly. | 4.62 | 5.00 | 0.00% | 0.00% | 0.00% | 38.46% | 61.54% | 0.00% |
| Presented lectures that enhanced your understanding. | 4.69 | 5.00 | 0.00% | 0.00% | 0.00% | 30.77% | 69.23% | 0.00% |
| Facilitated discussions that were engaging and useful. | 4.69 | 5.00 | 0.00% | 7.69% | 0.00% | 7.69% | 84.62% | 0.00% |
| Stimulated your interest in the core ideas of the course. | 4.77 | 5.00 | 0.00% | 0.00% | 7.69% | 7.69% | 84.62% | 0.00% |
| Challenged you to learn. | 4.85 | 5.00 | 0.00% | 0.00% | 0.00% | 15.38% | 84.62% | 0.00% |
| Helped you gain significant learning from the course content. | 4.69 | 5.00 | 0.00% | 0.00% | 0.00% | 30.77% | 69.23% | 0.00% |
| Was available and helpful outside of class. | 4.75 | 5.00 | 0.00% | 0.00% | 0.00% | 23.08% | 69.23% | 7.69% |
| Motivated you to think independently. | 4.77 | 5.00 | 0.00% | 0.00% | 0.00% | 23.08% | 76.92% | 0.00% |
| Worked to create an inclusive and welcoming learning environment. | 4.92 | 5.00 | 0.00% | 0.00% | 0.00% | 7.69% | 92.31% | 0.00% |
| Overall, this instructor made a significant contribution to your learning. | 4.77 | 5.00 | 0.00% | 0.00% | 0.00% | 23.08% | 76.92% | 0.00% |

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

| Comments |
|---|
| John Lawrence |
| John Lawrence |
| John Lawrence |
| I do not know if John Lawrence, (Our writing instructor/ Co-Teacher), can be considered a TA/CA/Intern, however just in case, I shall write about his contributions to my learning. John, in my opinion, did an excellent job, I really learned a lot from the writing seminars and videos and felt how the lessons had an impact in my writing. In my view, there is no need to change anything. |

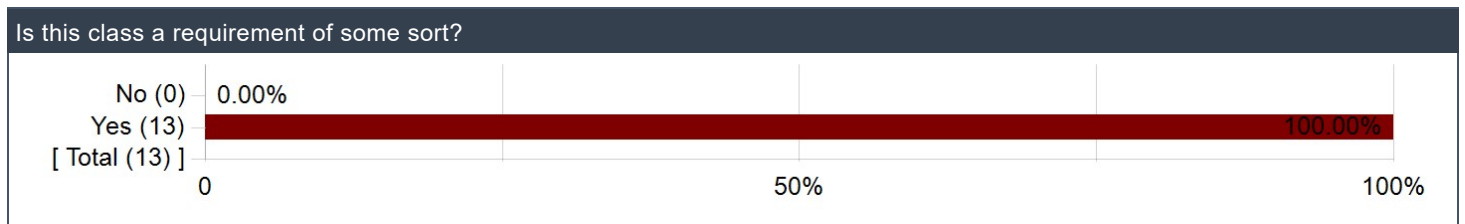
The TA/CA or Intern. . .

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|--|------|--------|-------------------|----------|---------|--------|----------------|--------|
| Facilitated discussions that supported your learning. | 4.67 | 5.00 | 0.00% | 0.00% | 0.00% | 25.00% | 50.00% | 25.00% |
| Gave you useful feedback on your work. | 4.00 | 5.00 | 0.00% | 25.00% | 0.00% | 0.00% | 50.00% | 25.00% |
| Stimulated your interest in the core ideas of the class. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Challenged you to learn. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Helped you succeed in the class. | 4.75 | 5.00 | 0.00% | 0.00% | 0.00% | 25.00% | 75.00% | 0.00% |
| Was available and helpful outside of class. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Overall, this individual made a significant contribution to your learning. | 4.33 | 5.00 | 0.00% | 0.00% | 25.00% | 0.00% | 50.00% | 25.00% |

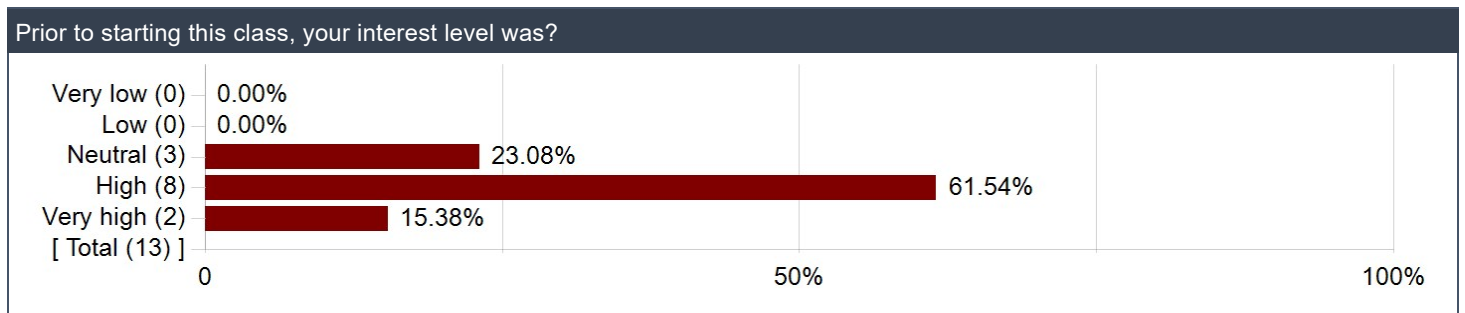
How much did the following elements of the course contribute to your learning gains?

| | Mean | Median | No Gain | A Little Gain | Moderate Gain | Good Gain | Great Gain | N/A |
|-----------------------|------|--------|---------|---------------|---------------|-----------|------------|---------|
| Laboratory Experience | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Field Trips | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Library Sessions | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Review Sessions | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Writing Seminars | 4.08 | 4.00 | 0.00% | 7.69% | 7.69% | 53.85% | 30.77% | 0.00% |

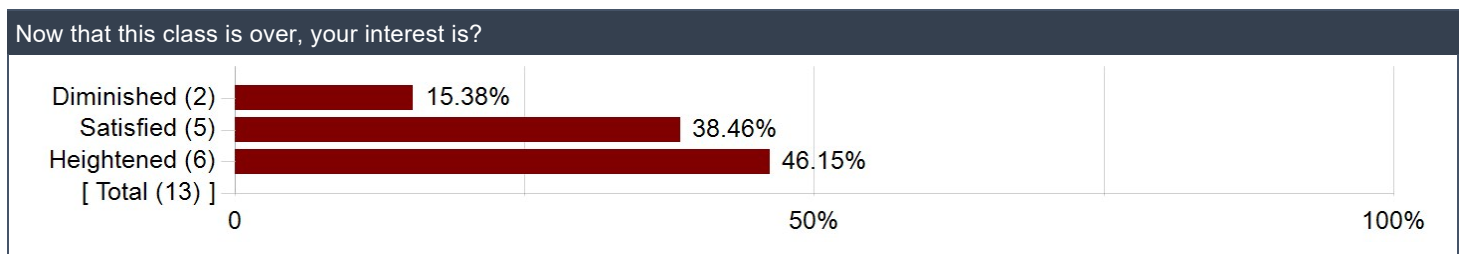
Is this class a requirement of some sort?



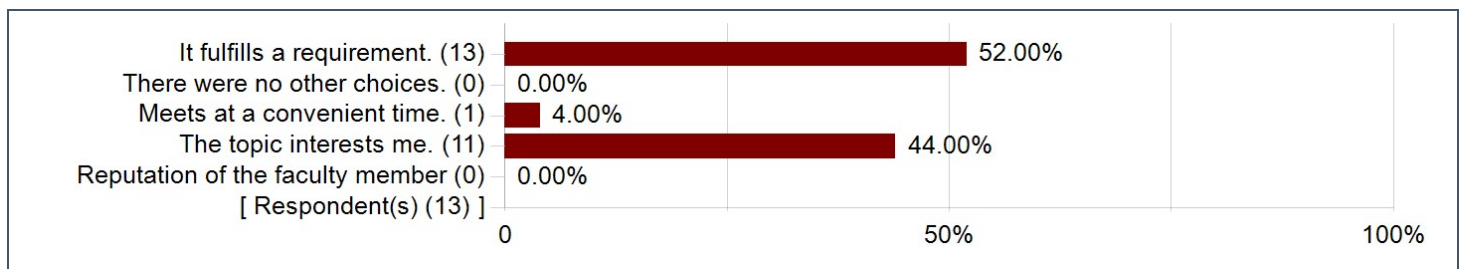
Prior to starting this class, your interest level was?



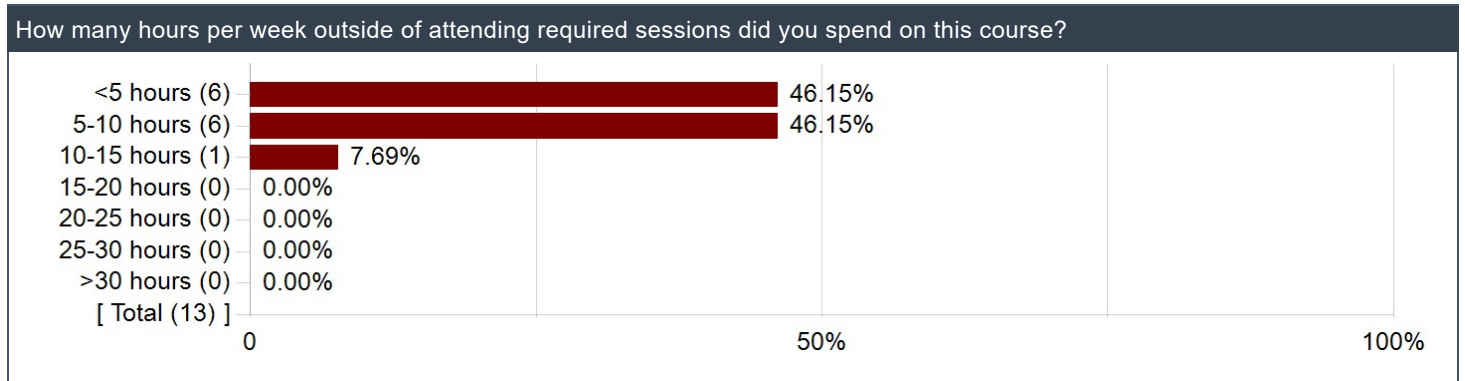
Now that this class is over, your interest is?



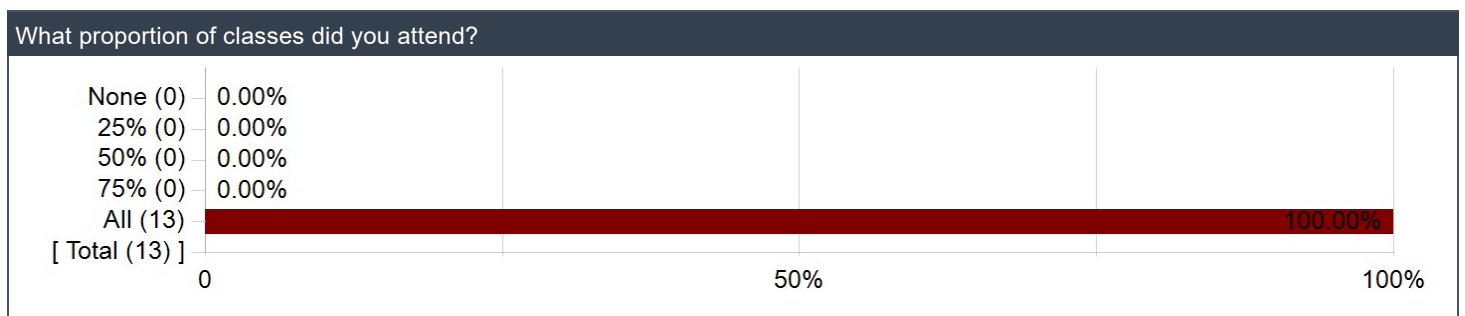
Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

| Comments |
|--|
| I had no background in philosophy and I found the course to be rather challenging. |
| This class was quite doable in line with my experience. |
| easy. the readings were dense but short and very manageable. the essays were graded on a generous curve |
| Certainly sufficiently intellectually demanding to be engaging, but I would not call it difficult per se. |
| I had little experience in philosophy or especially philosophical prior to this course. I felt that this did not prevent my success in discussion or participation, though it certainly was difficult writing the papers for the first time. I, of course, do not yet know the final outcome so it is hard to precisely evaluate difficulty. |
| This course was moderately challenging due to the complexity of the readings, and with no previous experience reading philosophy, it was a little bit of a challenge. |
| It was an appropriate level, the amount of readings was reasonable, and I believe that anyone that that is willing to put in the time can be successful in the class. |



HUMA 11700 8 - Philosophical Perspectives III - Instructor(s): Malte Willer

Project Title: **College Course Feedback - Spring 2023**

Number Enrolled: **16**

Number of Responses: **12**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Friday, June 16, 2023**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|--|
| The most important thing that I learned in the various arguments surrounding the field of ethics. |
| The most important thing that I learnt in this course is the Kantian and Nietzschean perspective about ethics and morality. |
| Kant, Mill, Kierkegaard, Dostoevsky, Nietzsche. Hugely additive to my philosophical repertoire, and a better sense of how to structure a philosophical argument and understand philosophical texts. This was definitely the best quarter of Phil Per. |
| I learned about Kantian ethics (deontology) which is based on hard rationalistic rules such as the categorical imperative (do only what you would will to be a moral law) in contrast to the more empirical moral philosopher, John Stuart Mill, who defended his utilitarian view of the Greatest Happiness Principle which puts the happiness of the whole as the greatest good (consequences over intentions). In between, we also considered these texts in relation to Plato's The Republic (the tripartite soul and the ideal city) as well as Fredrick Douglass's view on slavery and its restrictions in freedom and thus restrictions on one's rationality. We also saw how Dostoyevsky rejected the utopian notions of Mill arguing that man will work against his rationalistic wants in order to prove to himself that he is free. Kierkegaard further provided a sort of push-back to how Mill's philosophy being acted out could lead to a society-deteriorating equality in which people prevent each others' success through jealousy and are left with no great men to look up to. He thought that morality was not based on morality and one must take the leap of faith to accept God instead. Then, Nietzsche thought that morality was not fixed but an ideology which traced itself to Christian roots which he called a slave morality since it viewed the strong (those enacting their will to power) as evil. Lastly, MLK's speeches show his engagement with Kants idea of the humanity formulation of the categorical imperative (man should be an end and never a mere means). |
| I learned about the moral theories of some of the greatest moral thinkers such as Kant, Mill, and Nietzsche. We also read some works by some other well known thinkers such as Frederick Douglass, Dostoevsky, Kierkegaard, and MLK. We discussed their systems, their reasonings, their flaws, and gained a deeper understanding of the material that I find very useful. |
| I think every reading we have touched on was very fascinating and really helped me grow my framework in approaching logic, arguments and theory. I believe my reading analysis and writing skills have improved immensely. |
| Critical thinking skills. |
| Understanding different moral philosophies. Kant and Nietzsche were particularly interesting and challenged my expectations and ideas around ethics in ways that I did not expect. |
| Learned a lot about morals and reading more complex philosophical works. A lot of really interesting ideas explored in Kant's, Mill's, and Nietzsche's works. |
| Went over the philosophy of figures like Kant, Kierkegaard, Nietzsche, and Dostoevsky |
| Kant and Nietzsche—Kant provides a view of traditional morality and Nietzsche, through his criticism of that view, shows why traditional morality is actually quite important. |

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|--|
| By far the most important thing that contributed to my learning were the lectures that Professor Willer gives at the beginning of class. |
| The lectures gave me insight on different perspectives on the same philosophers and philosophies. The writing seminars gave me important feedback over how to improve my writing not just for philosophy papers but also extended responses. |
| In-class discussions were great; Malte worked to facilitate discussion, and everyone in the class was eager to participate. He balanced letting discussions play out and providing more lecture-style information. Readings were relevant and interesting, and generally of reasonable length. Taking time to really understand the readings did much to enhance class discussion and deepen my understanding of the course. |
| The texts were good but long. The lectures were helpful allowing for mostly open discussion but also some concrete ideas and their relations which he would put on the board in a concept map. I found that it was very helpful to have some groups present and that it was a good idea to have a discussion board for the ability to better formulate responses to the text. I think that the 3 essays were good in that they had a couple different prompts, but that they were graded more on logical soundness than writing ability. This being said, they weren't graded too harshly but it was not easy to get an A. |
| The discussions were the key part of the course where I did most of my learning. After reading the text the days prior to class and forming my own perspective of the texts, I would attend class and hear other perspectives that would heighten my understanding and make me think deeper about the text and the issue the text was dealing with. Essays were where I put my understanding to the test, so I had to really grapple with the philosophical ideas that we were discussing in class. |
| The class discussions are very engaging as well as the assigned readings. I think the overall structure was great for the focus of this class. |
| lectures contributed because there was a lot of thoughtful discussions. |
| The discussions and partial lectures were very helpful. Readings were also interesting and helpful of course, but some of the authors are so incoherent that you really need the professor to get significant understanding from them. |
| Lecture and class discussions both were useful. |
| Entirely in class discussions |
| Writing seminars were crucial. Written comments on my papers helped me improve my thought and presentation. |

Please respond to the following:

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------------------|----------|---------|--------|----------------|
| This course challenged me intellectually. | 4.83 | 5.00 | 0.00% | 0.00% | 0.00% | 16.67% | 83.33% |
| I understood the purpose of this course and what I was expected to gain from it. | 4.50 | 5.00 | 0.00% | 8.33% | 0.00% | 25.00% | 66.67% |
| I understood the standards for success on assignments. | 4.25 | 5.00 | 8.33% | 0.00% | 8.33% | 25.00% | 58.33% |
| Class time enhanced my ability to succeed in graded assignments. | 4.17 | 4.00 | 8.33% | 0.00% | 0.00% | 50.00% | 41.67% |
| I received feedback on my performance that helped me improve my subsequent work. | 4.33 | 4.50 | 0.00% | 8.33% | 0.00% | 41.67% | 50.00% |
| My work was evaluated fairly. | 4.42 | 5.00 | 0.00% | 8.33% | 0.00% | 33.33% | 58.33% |
| I felt respected in this class. | 4.50 | 5.00 | 0.00% | 8.33% | 0.00% | 25.00% | 66.67% |
| Overall, this was an excellent course. | 4.64 | 5.00 | 0.00% | 0.00% | 0.00% | 36.36% | 63.64% |

Additional comments about the course:

| Comments |
|--|
| Malte is a great professor. He's the sort of guy who will sit with you on the grass on the quad for an hour and a half just to talk about Nietzsche. |
| The readings are very difficult. Be prepared for each page to take you triple the time it normally does or more. That being said, they're extremely interesting, and understanding complicated readings can be satisfying and enhance your perspective on life and philosophy. |
| Malte is great and an intelligent, and caring professor. I felt like the fact that the class was basically 20 dudes arguing with each other over whether they personally thought that these great philosophical figures were right or not made the class tiring and banal at times. I feel like it would be more helpful to discuss the philosophical context around which each author wrote their works, what it meant for philosophy, and what their conclusions' implications were rather than whether we undergrads thought their work was feasible. Getting into "debates" (if you can even call them that) with other dudes who are not the most socially adjusted is exhausting at times. I would appreciate if Malte would let us do group work regarding questions about the text that HE posits and guide discussion more directly to avoid us getting off on some disconnected tangent. |

I would recommend this course to:

| | No | Yes |
|---|--------|---------|
| Highly-motivated and well-prepared students | 0.00% | 100.00% |
| Anyone interested in the topic | 16.67% | 83.33% |

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

| Comments |
|--|
| Professor Willer was very good at leading the discussion in ways that help the class learn effectively. |
| The instructor integrating the philosophies into real life scenarios helped us apply philosophical concepts into reality. Our instructor organised a small group of classmates to lead discussions later into the course, this gave us the opportunity to exchange our own ideas in class time. |
| Malte was really good at facilitating discussions and was willing to let students enter real debates rather than pushing the class toward a certain topic that he wanted to discuss. He also came prepared to answer questions and take them seriously. Malte is great at running a class and was also able to provide valuable additional information and explanations of texts. |
| I think that the concept maps that he drew on the board and his working through examples and ethical problems was insightful. |
| The way Willer facilitated the class discussions was extremely helpful in helping us get the key points the text is discussing and pushing us to think deeper about the text. He also made the discussions enjoyable with his humor. It made participating in the class discussions more comfortable and worthwhile. He also had parts of the class dedicated to 10 minute lectures that covered the points he believed were key to understanding what we were discussing. |
| The open discussion format. |
| I think Willer's lecturing and leading of the discussion was very very useful, and seriously improved my understanding of the texts. He's laid back and funny, but also good at philosophy and takes his job seriously when it matters. He also writes summaries of the readings that are well-written and really help to understand what's going on in some of the more complicated readings. |
| handouts summarizing arguments of recent readings and class lectures. |
| I liked when Malte would take the lead the most |
| He provided written summaries that were useful in synthesizing our class discussions, and his introductions and summaries before each seminar were similarly instructive. |

What could the instructor modify to help you learn more?

| Comments |
|--|
| Providing more summaries and summary sheets about our required readings would give us a more holistic understanding of the texts. |
| Nothing. Course was great. |
| I think that he could have started the discussion postings earlier in the quarter as another form of participation. I think a main place of improvement would be getting the entire class to be in on the discussion and not just have it be the same kids, so I think that small group discussion time would be helpful to make sure that people can formulate their opinions before the whole class dynamic. |
| I think the way the class is currently set up is best, but if anything, he could add some more activities. |
| nothing comes to mind here |
| I think the Canvas posts were kind of unnecessary. If the purpose of them is to get people to actually do the readings, I would prefer almost any other method of checking this. I just don't feel like the Canvas posts improved my understanding of the texts all that much. |
| make lectures a bit clearer. |
| Ibid |

The Instructor . . .

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|--|------|--------|-------------------|----------|---------|--------|----------------|-------|
| Organized the course clearly. | 4.67 | 5.00 | 0.00% | 0.00% | 8.33% | 16.67% | 75.00% | 0.00% |
| Presented lectures that enhanced your understanding. | 4.58 | 5.00 | 0.00% | 0.00% | 8.33% | 25.00% | 66.67% | 0.00% |
| Facilitated discussions that were engaging and useful. | 4.58 | 5.00 | 0.00% | 0.00% | 8.33% | 25.00% | 66.67% | 0.00% |
| Stimulated your interest in the core ideas of the course. | 4.50 | 5.00 | 0.00% | 8.33% | 0.00% | 25.00% | 66.67% | 0.00% |
| Challenged you to learn. | 4.67 | 5.00 | 0.00% | 8.33% | 0.00% | 8.33% | 83.33% | 0.00% |
| Helped you gain significant learning from the course content. | 4.50 | 5.00 | 0.00% | 8.33% | 0.00% | 25.00% | 66.67% | 0.00% |
| Was available and helpful outside of class. | 4.75 | 5.00 | 0.00% | 0.00% | 0.00% | 25.00% | 75.00% | 0.00% |
| Motivated you to think independently. | 4.58 | 5.00 | 0.00% | 0.00% | 8.33% | 25.00% | 66.67% | 0.00% |
| Worked to create an inclusive and welcoming learning environment. | 4.67 | 5.00 | 0.00% | 0.00% | 0.00% | 33.33% | 66.67% | 0.00% |
| Overall, this instructor made a significant contribution to your learning. | 4.58 | 5.00 | 0.00% | 0.00% | 8.33% | 25.00% | 66.67% | 0.00% |

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

| Comments |
|--|
| John Lawrence |
| John Lawrence |
| John Lawrence – Writing Specialist |
| Dr. Johnny Lawrence, his insights into our writing was helpful but I wish I got more feedback on my essays before grading rather than after. |
| John Lawrence was very helpful in the writing seminars, giving useful feedback to improve the essays. One thing that he could improve is giving written feedback on our essays, which I got from other writing seminar teachers and it was very helpful. |
| John Lawrence. He was our writing instructor and gave us feedback on our writing. |
| John |
| John Lawrence. Offered really good feedback during office hours and on essays. Came very well prepared to meetings and discussion groups. |
| John Lawrence—I filled out a review for him through the writing department's platform. In sum, excellent teaching. |

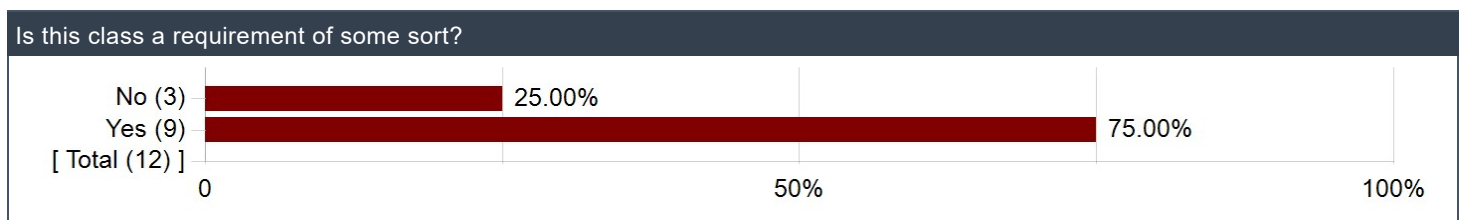
The TA/CA or Intern. . .

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|--|------|--------|-------------------|----------|---------|--------|----------------|--------|
| Facilitated discussions that supported your learning. | 4.13 | 4.00 | 0.00% | 0.00% | 22.22% | 33.33% | 33.33% | 11.11% |
| Gave you useful feedback on your work. | 4.44 | 5.00 | 0.00% | 0.00% | 11.11% | 33.33% | 55.56% | 0.00% |
| Stimulated your interest in the core ideas of the class. | 3.89 | 4.00 | 0.00% | 11.11% | 33.33% | 11.11% | 44.44% | 0.00% |
| Challenged you to learn. | 4.00 | 4.00 | 0.00% | 11.11% | 22.22% | 22.22% | 44.44% | 0.00% |
| Helped you succeed in the class. | 3.78 | 4.00 | 0.00% | 22.22% | 11.11% | 33.33% | 33.33% | 0.00% |
| Was available and helpful outside of class. | 4.00 | 4.50 | 0.00% | 11.11% | 22.22% | 11.11% | 44.44% | 11.11% |
| Overall, this individual made a significant contribution to your learning. | 3.89 | 4.00 | 0.00% | 11.11% | 22.22% | 33.33% | 33.33% | 0.00% |

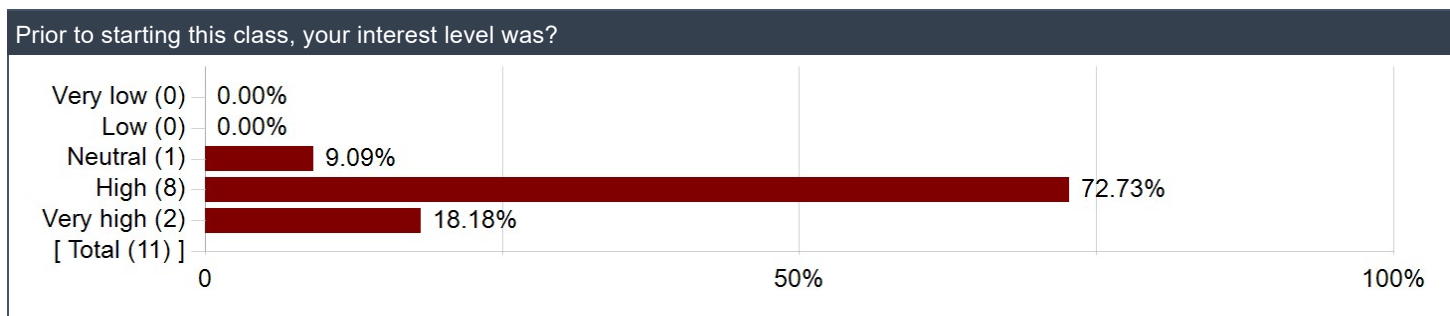
How much did the following elements of the course contribute to your learning gains?

| | Mean | Median | No Gain | A Little Gain | Moderate Gain | Good Gain | Great Gain | N/A |
|-----------------------|------|--------|---------|---------------|---------------|-----------|------------|---------|
| Laboratory Experience | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Field Trips | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Library Sessions | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Review Sessions | N/A | N/A | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% |
| Writing Seminars | 3.89 | 4.00 | 11.11% | 11.11% | 0.00% | 33.33% | 44.44% | 0.00% |

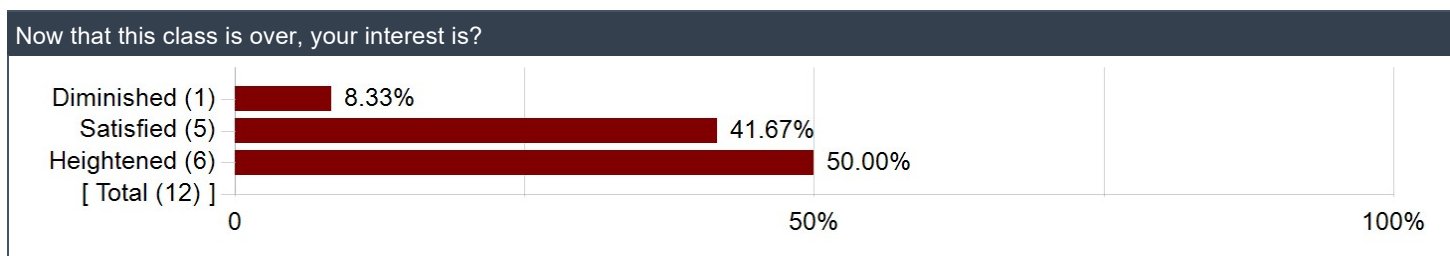
Is this class a requirement of some sort?



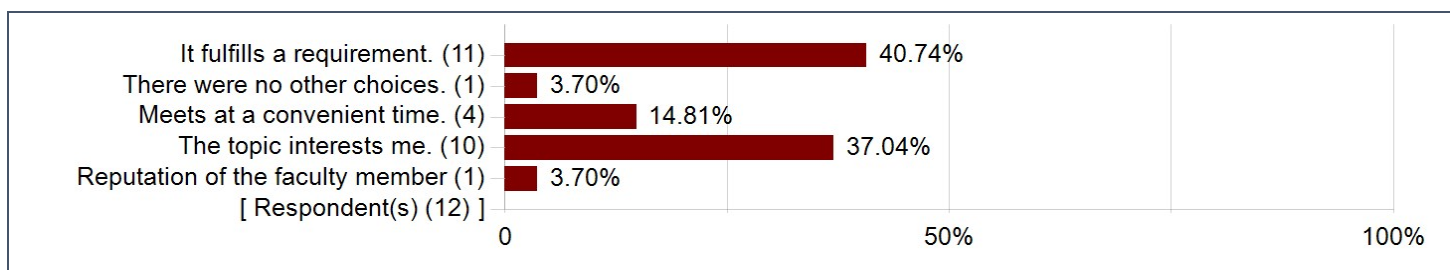
Prior to starting this class, your interest level was?



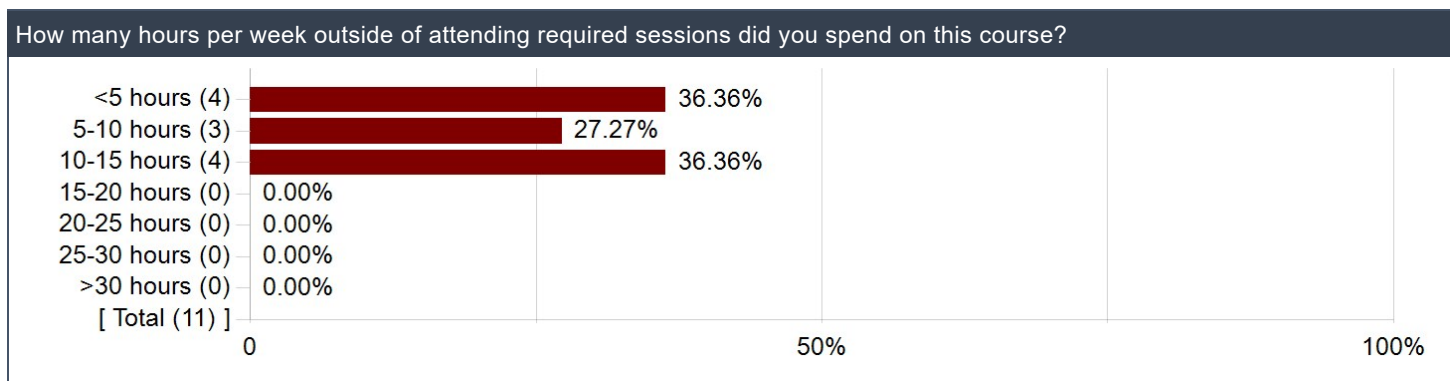
Now that this class is over, your interest is?



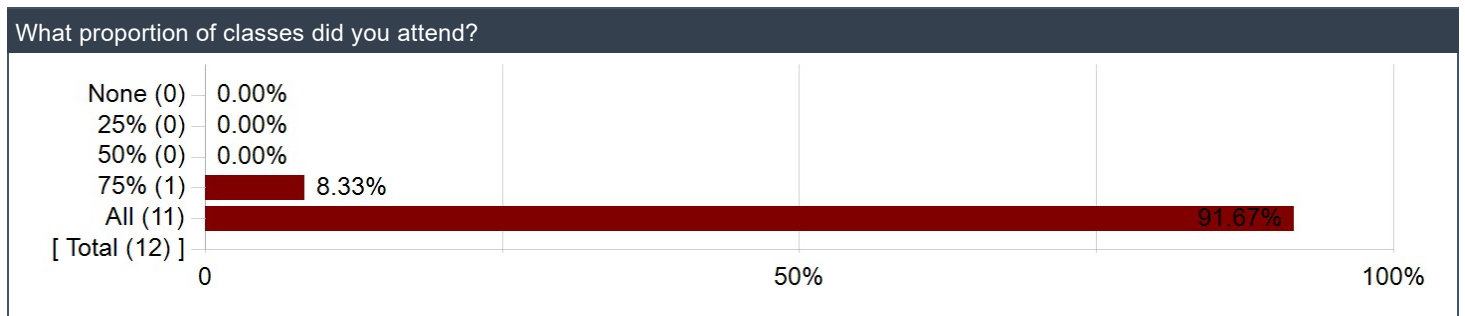
Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

| Comments |
|---|
| This course is quite difficult if you do not have outside experience reading philosophical texts. |
| Relatively challenging |
| Appropriate difficulty level for students in the Phil Per sequence; no additional experience required. |
| This was a pretty difficult class more so because of the high level of competition since the 3rd quarter of HUM is not required for all students so it was primarily pre-med students, philosophy majors, and students that were very interested in philosophy or had a lot of experience reading philosophy. |
| The course required having a good understanding of the stuff discussed in the previous two terms. Outside of that, it is helpful to have other experience in philosophy, but it is not necessary to do well in the course. |
| not incredibly difficult |
| A bit harder than previous Phil Per classes because of difficulty of readings (Kant in particular), and because the average student in Phil Per III writes better essays which makes it harder to get an A. |
| pretty reasonable extension of the first two quarters of phil. per. |
| seemed like the difficulty from previous philper courses tracked pretty well |



HUMA 11600 1 - Philosophical Perspectives II - Instructor(s) Malte Willer

Project Title: **College Course Evaluation - Winter 2021**

Number Enrolled: **18**

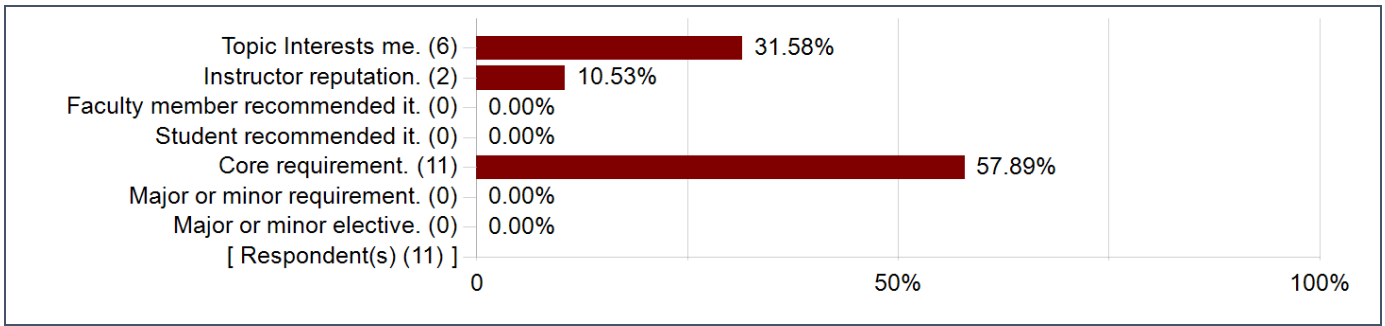
Number of Responses: **12**

Report Comments

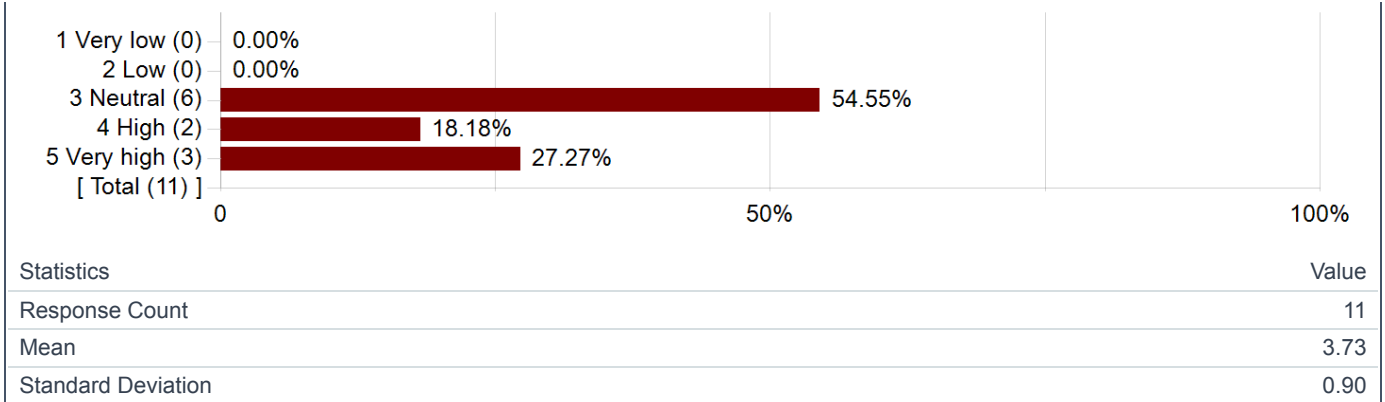
Opinions expressed in these evaluations are those of students enrolled in the specif course and do not represent the University.

Creation Date: **Tuesday, May 25, 2021**

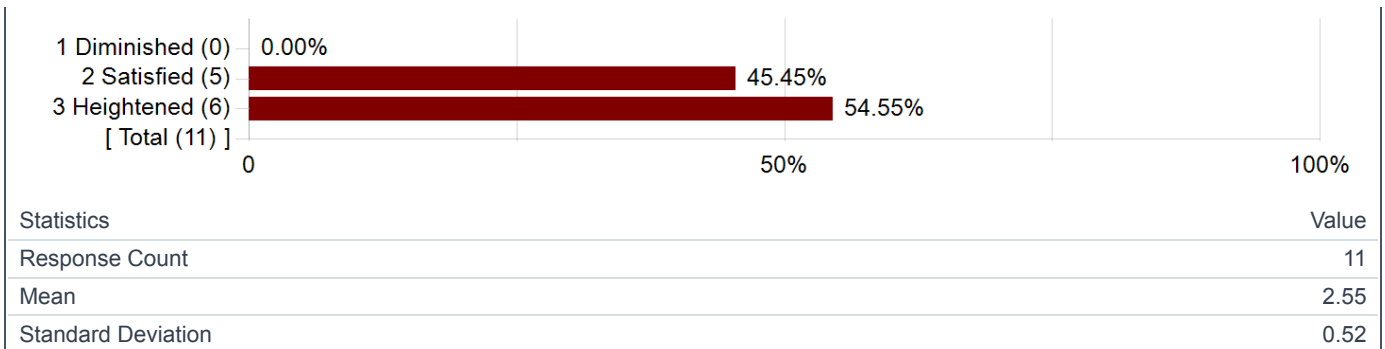
Why did you choose to take this course? (Select all that apply)



Prior to starting this class, your interest level was?



Now that this class is over, your interest is?



What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|---|
| I learned how to analyze philosophical arguments, what different philosophical thinkers have proposed to address common metaphysical and epistemological issues, and how to write well-structured, coherent arguments and essays. |
| I learned a lot about philosophy and how to write philosophical papers, it was very valuable. |
| This course was great. We read Descartes and Hume, two of my now favorite philosophers. We also went very far this quarter in terms of how to write a good essay. Coming into this course, I considered myself to be a good writer, but I've been challenged and critiqued to a level that has pushed me to be better. I really recommend this class. I loved it. |
| My ability to structure and write papers improved. My interest in philosophy was heightened |
| I learned how to read critically and to construct an essay where I can effectively argue for an original perspective on complex works. |
| Epistemology, metaphysics, empiricism, skepticism |
| The teachings of classic philosophers, how to write a philosophical paper |
| I enjoyed reading Hume's works and understanding the message from it. |
| Metaphysics. The relationship between Descartes and Hume. How philosophy can sometimes overlap with other topics like psychology, theology, physical science, epistemology, etc. |
| Understanding philosophical metaphysics and how to construct essays that challenge or question the thought process of various texts. |

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|---|
| Lectures are engaging and entertaining, and apply directly to the texts while also expanding to discuss the implications thereof on everyday life and knowledge. |
| We did discussions and lectures, and we had in person classes which was also helpful to my learning. |
| Lectures, writing seminars, and readings (basically all aspects of the course) contribute greatly. However, I would say that this course, more than any other courses I've taken, depends greatly on the student's interests. If you don't like philosophy, the readings, the lectures, may seem a bit boring. However, then again, the teachers (Malte Willer and Alex Montag) do a fantastic job in engaging the students and sparking their interests! |
| The professor's opening comments were helpful |
| I felt that the discussions were extremely helpful to my learning and thoroughly enjoyable. |
| Each class was a mixture of lecture and rigorous discussion. Professor Willer does an excellent job and moderating the discussions and proposing insightful ideas. Office hours helped me obtain a better understanding of how to construct my argument for the written assignments. The papers helped enhance my ability to construct rigorous arguments. |
| They were helpful in understanding the texts we read |
| Class discussions helped to heighten my understanding of the text and writing seminars allowed me to improve my writing. |

The Instructor(s) . . .

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
|--|------|--------|-------|-------------------|----------|---------|--------|----------------|-----------------|
| Provided a syllabus that allowed you to plan your learning and study time effectively. | 4.45 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 54.55% | 45.45% | 11 |
| Explained clearly the course objectives and expectations. | 4.36 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 63.64% | 36.36% | 11 |
| Stimulated your interest in the core ideas of the course. | 4.18 | 4.00 | 0.00% | 0.00% | 0.00% | 9.09% | 63.64% | 27.27% | 11 |
| Was available and helpful outside of class. | 4.50 | 4.50 | 9.09% | 0.00% | 0.00% | 0.00% | 45.45% | 45.45% | 11 |
| Overall, the instructor made a significant contribution to your learning. | 4.45 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 54.55% | 45.45% | 11 |

What aspect of the instructor's teaching contributed most to your learning?

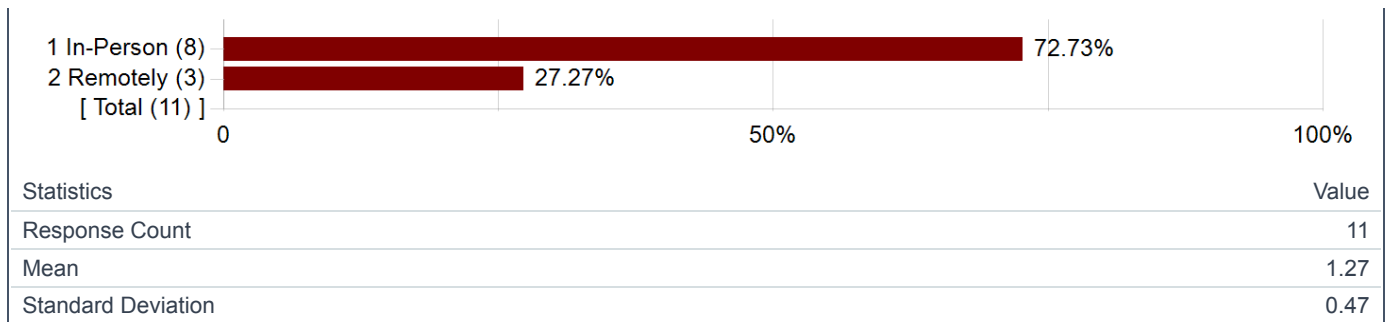
| Comments |
|--|
| Asking questions of the class, encouraging substantive discussion (in particular by stepping in to drive the discussion the right amount), and breaking down difficult and often convoluted arguments. I also really liked that we had the chance to incorporate feedback by revising our essays. |
| He helped prompt discussion with fun stories and made it easy for us to engage in the class. |
| His ability to prove me wrong on every paper! Last quarter and this one, I've done everything in my power to strive for my best work. However, my teacher always has some well-directed, constructive criticism. Hence, I've always had something to improve on, and that is very nice and helpful for me. |
| His opening lectures |
| His genuine passion for philosophy was evident and his willingness to interrogate his own ideas about a text made the course extremely engaging. |
| Moderated discussions |
| I think he did a good job facilitating discussion and his feedback on papers was helpful. The workload was also very reasonable. |
| The in-class discussions |
| In-class discussions that went over the previous night's readings. |

What could the instructor modify to help you learn more?

| Comments |
|--|
| I'm not sure, everything went well |
| None |
| Not sure |
| Nothing |
| I was sometimes he provided supplemental reading materials because it often felt like not having a lot of previous knowledge of philosophy prohibited me from participating in discussion. |
| Everything was good |
| Deeper discussion into the text. |

Blended Course Questions

I primarily completed the in-person components of this course:



Please state your level of agreement with the following statements.

Participated in person

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
|--|------|--------|--------|-------------------|----------|---------|--------|----------------|-----------------|
| The classroom layout was socially distanced and appropriate for the class. | 4.75 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 25.00% | 75.00% | 8 |
| Classroom cleaning procedures made sense and were followed. | 4.43 | 5.00 | 12.50% | 0.00% | 0.00% | 12.50% | 25.00% | 50.00% | 8 |
| It was valuable to complete this class component in person. | 5.00 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 8 |

Please share any additional thoughts on your in-person experience in this course.

| Comments |
|---|
| I really enjoyed the in-person aspects of the course and attribute them to my overall experience greatly. |
| It was very interesting and well taught |
| I really enjoyed getting to be in person and found it far more engaging for our discussions. |
| I really liked the in person class! The classroom was also great and very well spaced out. |

Please state your level of agreement with the following statements.

Participated remotely

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
|---|------|--------|---------|-------------------|----------|---------|--------|----------------|-----------------|
| Synchronous (live) course content was easily accessible. | 4.67 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 33.33% | 66.67% | 3 |
| Synchronous (live) course content was a valuable part of the course. | 4.67 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 33.33% | 66.67% | 3 |
| Asynchronous (recorded) course content was a valuable part of the course. | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 3 |
| I was able to meaningfully participate in this class component as a remote student. | 4.67 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 33.33% | 66.67% | 3 |
| It was valuable to complete this in-person class component remotely. | 4.67 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 33.33% | 66.67% | 3 |

Please share any additional thoughts on your experience as a remote student in blended course.

| Comments |
|---|
| It was nice to have a blended class, although weird at times |
| Everything went well. |
| It was definitely a lot more difficult to connect with peers and that made discussions a little more daunting due to the lack of familiarity. |

TA/CA/Intern Questions

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments

Alex Montag. Very helpful in providing substantive and specific as well as broader feedback on written assignments. Provided useful information in writing seminars related to argument analysis and other such subjects.

Alex Montag

Alex Montag

He did these writing courses that were really helpful and nice outside of class

Alex Montag. Alex was phenomenal. He was readily available outside of class to help with papers, understanding the reading, or a simple chat. I enjoyed getting to know him and learning from him. He always was very prepared in his seminars, leading a group of 5 or 7 students through a new method of writing, applying evidence, etc. I attribute a great amount of my success and interest in this course to Alex.

Alex Montag – he gave great advice on how to write and re-draft my essay

Alex Montag provided excellent writing feedback and effectively taught us how to improve both as writers and as readers of complex works.

Alex Montag

Alex was extremely helpful in office hours: he helped point out potential weaknesses in my argument and steered me towards the right direction in constructing my position for the written assignments. He also gave extremely descriptive responses / critiques for my papers, which helped me understand the strengths and weaknesses in my arguments.

Alex Montag. He was very helpful with our writing and helping us advance our abilities. He was great.

Alex Montag. Provided writing seminars that went over how to approach philosophical papers. Further was often available outside of class to go over paper ideas and how to improve certain ideas.



HUMA 11500 1 - Philosophical Perspectives-1 - Instructor(s) Malte Willer

Project Title: **College Course Evaluation - Autumn 2020**

Number Enrolled: **18**

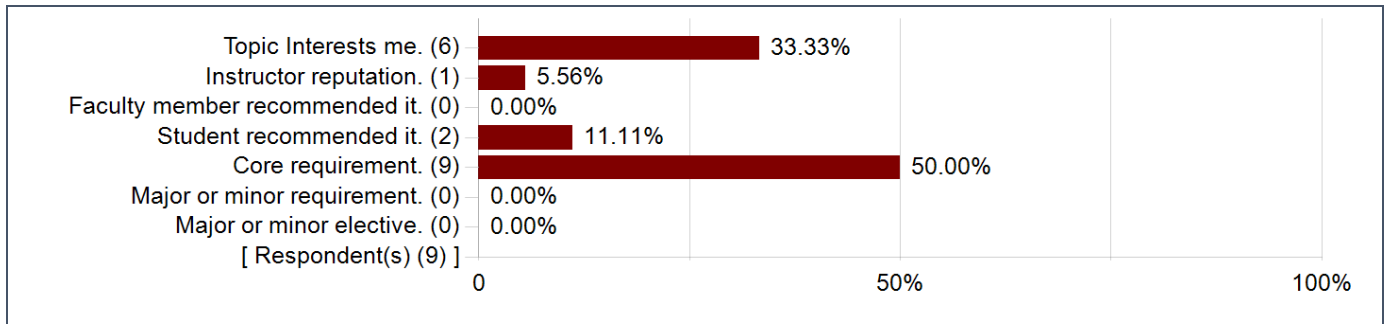
Number of Responses: **9**

Report Comments

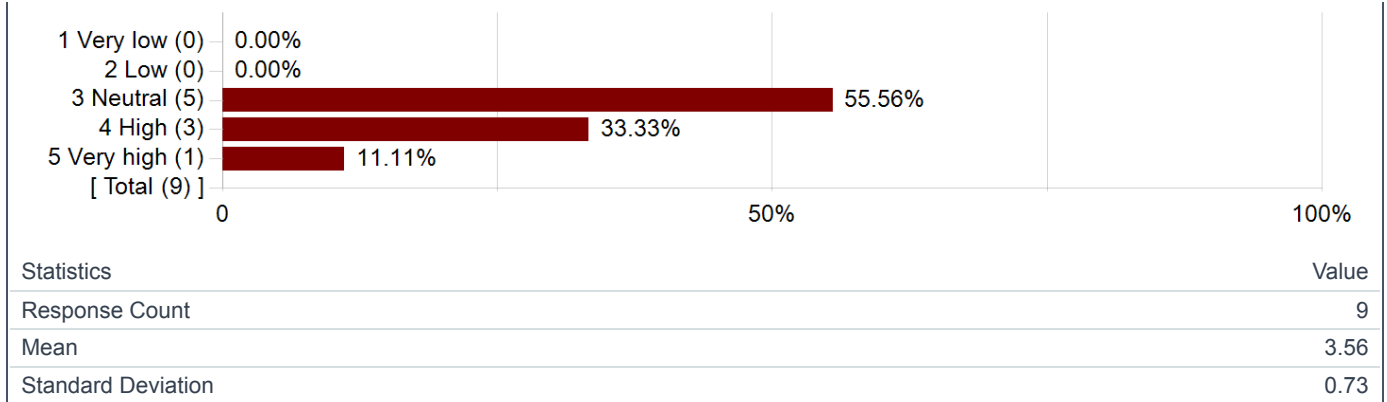
Opinions expressed in these evaluations are those of students enrolled in the specif course and do not represent the University.

Creation Date: **Tuesday, February 16, 2021**

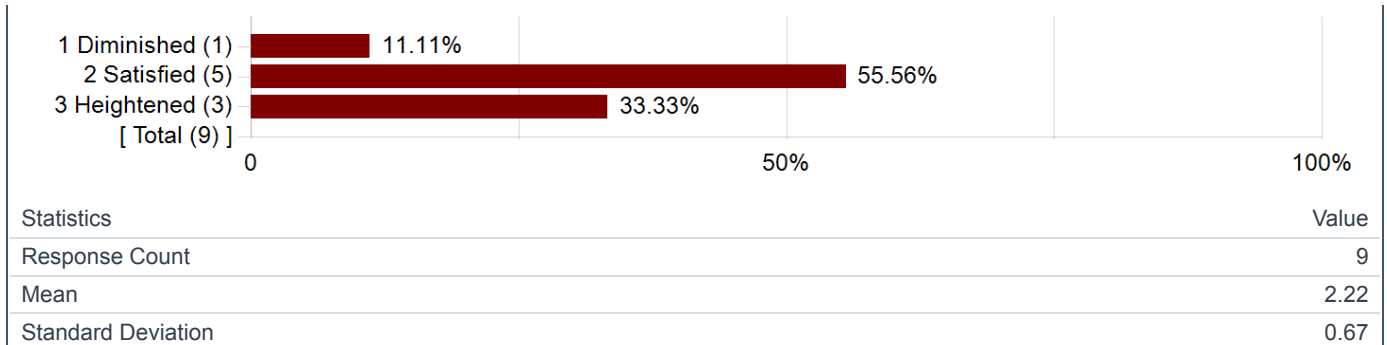
Why did you choose to take this course? (Select all that apply)



Prior to starting this class, your interest level was?



Now that this class is over, your interest is?



What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|--|
| I have learned how to effectively analyze philosophical arguments, construct a pertinent and robust argument, and write a strong, well-structured, and coherent philosophical paper. I have also learned about the beliefs and argumentative strategies of Socrates, Plato, and Aristotle, and their implications for philosophy as a whole and how to live the "good life." |
| I learned a lot about how to write an intellectually interesting and well-rounded essay, skills which really helped my abilities as a writer flourish. I also learned a lot about the great philosophers including Plato, Aristotle and Socrates, which I know will serve me well in the future, and are always good to know about in today's climate. |
| The ability to think critically about a topic |
| Learned how to craft an academic paper and construct a valid philosophical argument. Gained strong reading and analysis skills. |
| How to delve deeper into philosophical topics. |
| We talked a lot about what it means to be good— what good is, and how to live a good life based on that knowledge. We also talked a bit about different styles of argumentation— the elenchus style of discussion and "logical implications," which I think improved my ability to write philosophical papers. |
| I developed as a writer, particularly as it relates to the debate of philosophical concepts. |
| How to write a philosophy paper that makes compelling arguments. How to live a fulfilled life. |

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|---|
| I think that synchronous classes (both in-person and remote) were incredibly helpful in reinforcing concepts. Specifically, I liked the interactive lecture/discussion style of the classes, which not only introduced and clarified material, but also allowed for dissenting or concurring student engagement. I also liked the "kickoff" style of some discussions, since the differences in format and student perspective helped to maintain an interesting and engaging classroom experience. |
| Pretty much everything, the mini-writing papers, the teaching a class one day and the full essays all helped my learning. My favorite thing was when we had in person classes, because I got to connect with my peers and have interesting discussions. |
| The essays allowed me the opportunity to express ideas in a succinct way that made me question pre-existing biases |
| Class discussions were very important to the overall improvement of my knowledge. |
| Helped with my writing. |
| The discussions were always a helpful recap of the reading, and we often talked about things "beyond" the reading, like ethical implications of the author's theories, which I thought was very interesting. I liked the essay prompts and think they were a good way to consolidate/advance my idea about the main texts we read. |
| I thought the discussions were very helpful, as were the lectures, although it was often difficult to engage with the group fully. |
| Lectures and office hours were extremely insightful. Professor Willer gave great recaps at the start of class and summaries at the end of class. His summary sheets also helped me understand the topics better. |

The Instructor(s) . . .

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
|--|------|--------|-------|-------------------|----------|---------|--------|----------------|-----------------|
| Provided a syllabus that allowed you to plan your learning and study time effectively. | 4.44 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 55.56% | 44.44% | 9 |
| Explained clearly the course objectives and expectations. | 4.33 | 4.00 | 0.00% | 0.00% | 0.00% | 11.11% | 44.44% | 44.44% | 9 |
| Stimulated your interest in the core ideas of the course. | 4.33 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 66.67% | 33.33% | 9 |
| Was available and helpful outside of class. | 4.56 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 44.44% | 55.56% | 9 |
| Overall, the instructor made a significant contribution to your learning. | 4.63 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 37.50% | 62.50% | 8 |

What aspect of the instructor's teaching contributed most to your learning?

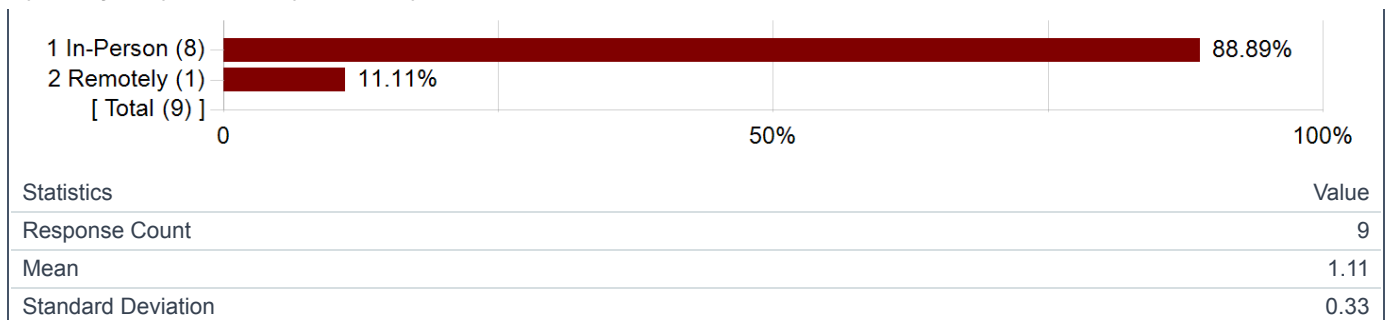
| Comments |
|---|
| Explanation and clarification of important concepts without heavy imposition into the course of the discussion. |
| Their ability to meet with students outside of class and confer about essays |
| Explaining the topics carefully and allowing for nuanced opinions. |
| Professor Willer helped to lead discussions but encouraged class participation. He ensures that students understand the necessary content and engages in all points brought up by students. |
| Lectures and discussions. |
| I thought he led discussions effectively (especially in person— I think writing on the blackboard was helpful). |
| I really enjoyed his excitement about the subject and his desire to make the course engaging for his students. |
| Moderated discussions, summary sheets, chapter summaries. |

What could the instructor modify to help you learn more?

| Comments |
|---|
| I think that the format of the class could be more variant and therefore slightly more engaging (for example, introduction of another form of media, such as a film portrayal of concepts). |
| making essay guidelines a bit more clear |
| Perhaps hold more animated discussions and debates between class members. |
| More small group discussions would have helped for better participation. |
| Nothing I can think of. |
| I think it would maybe be nice to break into small discussion groups (breakout rooms on Zoom) more often— they've been very helpful in my other discussion-based class. |
| More small group discussions about texts and about essays would have helped with idea development rather than large group discussions that are easy to lose focus on or get lost in. |
| Sometimes, discussions are dominated by a few students and it is difficult for other students to chime in. It would be great if these students are given more chances to speak. |

Blended Course Questions

I primarily completed the in-person components of this course:



Please state your level of agreement with the following statements.

Participated in person

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
|--|------|--------|--------|-------------------|----------|---------|--------|----------------|-----------------|
| The classroom layout was socially distanced and appropriate for the class. | 4.38 | 4.50 | 0.00% | 0.00% | 0.00% | 12.50% | 37.50% | 50.00% | 8 |
| Classroom cleaning procedures made sense and were followed. | 4.14 | 4.00 | 12.50% | 0.00% | 0.00% | 25.00% | 25.00% | 37.50% | 8 |
| It was valuable to complete this class component in person. | 4.63 | 5.00 | 0.00% | 0.00% | 0.00% | 12.50% | 12.50% | 75.00% | 8 |

What aspects of the TA's teaching contributed most to your learning?

| Comments |
|--|
| Alex was very helpful in clarifying the minutiae of philosophical writing and argument analysis, and helped to stimulate discussion of important concepts. |
| He held these little review/help sessions for essays which we very engaging and helpful |
| his availability and advice |
| His office hours and his helpful attitude in bettering out essays |
| The writing seminars helped a lot. Furthermore, participation in small class discussions helped too. |
| The writing seminars. |
| Alex was very helpful giving feedback on the essays— especially structural/argumentation—specific feedback. |
| I found that the small group sessions were very helpful, especially when we used discussions. |
| Alex was extremely helpful during office hours. He helped clarify concepts and gave valuable feedback on the strength of my arguments. When I discussed potential arguments with him, he gave insightful points that enabled me to view the text in new ways. He also clearly outlined weaknesses in each of my papers, which gave me a clear understanding of what to improve. He was also available for one-on-one appointments. |

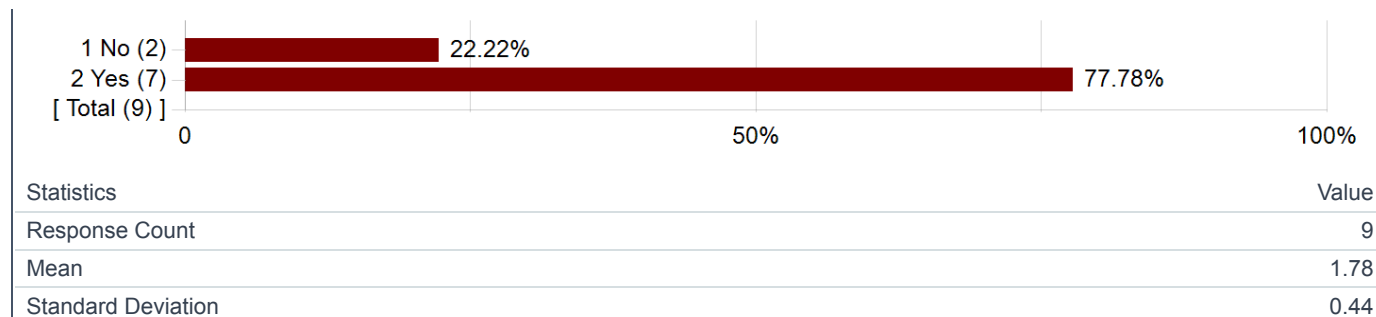
What could the TA modify to help you learn more?

| Comments |
|---|
| N/A |
| More time to read full essay drafts and more writing seminars. |
| I feel like more time could have been spent on the topics covered as sometimes it felt a bit rushed and I didn't fully grasp the concept enough to recall it later. |
| He wasn't that big of a part of the class, but maybe making more office hours time? he did a good job though, overall |
| Perhaps holding more sessions |
| Nothing I can think of. |
| Nothing |

Additional feedback to the TA/CA/Intern:

| Comments |
|--|
| Thank you for being helpful! |
| amazing |
| He was an excellent TA. |
| Really enjoyed Alex's willingness to listen and help students improve their writing. |
| He was great. |
| More clear guidance about how and when essay feedback would be offered would be helpful. |

Are you taking HUMA core with housemates?



What effect, if any, does taking HUMA with housemates have on your experience in class?

Comments

It is very helpful to be able to discuss concepts of the class outside of classroom hours, and it has certainly led to a richer and more engaging experience for me. I believe also that it has improved my understanding of the integral concepts of the class.

It was really nice because I could walk with them to class and talk about it outside of class

It greatly helps me feel supported and valued in class, it's also more enjoyable to be able to work on projects together.

Makes the classroom setting more comfortable.

Helps to have people nearby to talk to about the class material.

It was helpful to be able to bounce ideas off of each other to help prepare for classes.

I got to discuss paper topics with housemates and critique each other's arguments.

What effect, if any, does taking HUMA with housemates have on your experience with your house?

Comments

I think that taking the same class certainly facilitates bonding with my housemates, as we discuss concepts from the class and often reference our classroom experience.

not that much of an affect on the house as a whole

It helps to foster an sense of community.

Allows for a better connection with housemates.

There wasn't really an effect.

I enjoyed being able to have discussions with housemates about texts and essays, although covid did make this difficult. It was a level on which we could relate.



HUMA 11600 18 - Philosophical Perspectives II (Winter 2019) - Instructor(s): Malte Willer

Number Enrolled: **19**

Number of Responses: **11**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Wednesday, April 21, 2021**

The Course

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|---|
| A structured, logical, and critical approach to thinking about philosophical topics, as well as how to make persuasive and complex arguments based on established axioms from texts. |
| Excellent introduction to metaphysics and epistemology. |
| Continued to gain considerable skill at reading difficult texts and working through them. Also, gained skill at analytical writing. |
| The most important thing I learned in this course is how to write in a constructive manner, with the appropriate amount of justification and the right assumptions. The prompts were well-written and had clear tasks, and were very thought-provoking. Class discussions were interesting, some people had useless and annoying comments while others were really interesting and approached the text in a cool way. |
| How to read philosophical books and understand its deeper meaning. |
| Critical reading and argument skills and background on famous philosophical arguments |

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|--|
| Lectures/discussions facilitated by the instructor are insightful and now more structured than last quarter, which is very helpful in flushing out the main arguments from the texts. |
| The texts were very challenging, but the lectures and discussions were very engaging and informative. |
| Class was usually a brief introduction by Prof Willer, then all discussion. Class discussions were always entertaining and insightful, even moreso than last quarter, which I believe is a result of a better kickoff system. Always felt that I came out of discussion knowing much more than before. Generally very fun! |
| The papers helped me improve drastically as a writer, especially after meeting with the professor in office hours. The discussions were really interesting because we would talk about small topics and give our take on it. |
| The essays and class discussions are highly influential in my understanding of the works. |
| I learned the most from the reading assignments. The discussions sometimes helped clarify and directed my attention to the most important arguments from the reading. |

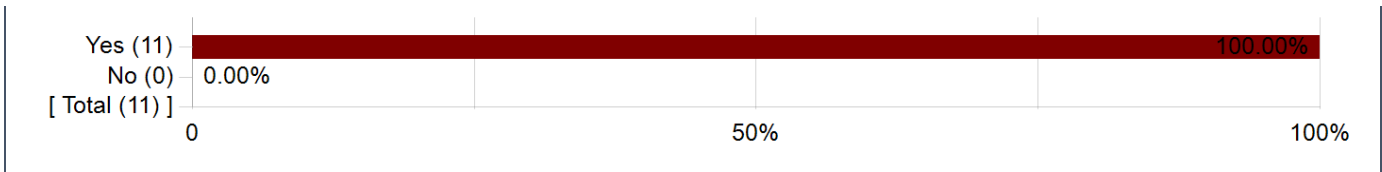
| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------|-------------------|----------|---------|--------|----------------|
| This course challenged me intellectually. | 4.82 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 18.18% | 81.82% |
| I understood the purpose of this course and what I was expected to gain from it. | 4.36 | 4.00 | 0.00% | 0.00% | 0.00% | 9.09% | 45.45% | 45.45% |
| I understood the standards for success on assignments. | 4.00 | 4.00 | 0.00% | 0.00% | 0.00% | 27.27% | 45.45% | 27.27% |
| Class time enhanced my ability to succeed in graded assignments. | 4.18 | 4.00 | 0.00% | 0.00% | 0.00% | 27.27% | 27.27% | 45.45% |
| I received feedback on my performance that helped me improve subsequent work. | 4.36 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 63.64% | 36.36% |
| My work was evaluated fairly. | 4.18 | 4.00 | 0.00% | 0.00% | 0.00% | 9.09% | 63.64% | 27.27% |
| I felt respected in this class. | 4.64 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 36.36% | 63.64% |
| Overall, this was an excellent course. | 4.27 | 4.00 | 0.00% | 0.00% | 9.09% | 0.00% | 45.45% | 45.45% |

Additional Comments about this course:

| Comments |
|--|
| This course was great. Professor Willer and Robert the Writing Intern provided the most thorough essay feedback I have ever recieved for a class, which led to significant improvement in draft versions and between essays. The course was rigorous, but I appreciated the challenge, and felt more comfortable this quarter knowing that a system of 'aspirational' essay grading was in place. I found this quarter significantly more enjoyable than the previous quarter because the general topic of epistemology/metaphysics is very interesting. |

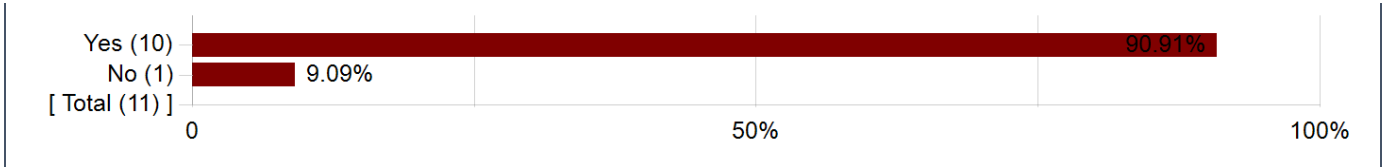
I would recommend this course to highly motivated and well-prepared students

I would recommend this course to highly motivated and well-prepared students



I would recommend this course to anyone interested in the topic

I would recommend this course to anyone interested in the topic



The Instructor

Thinking about your time in class, what aspect of the instructor's teaching contributed most to your learning?

Comments

His ability to facilitate discussion in a way that's structured and rigorous but at the same time allowing ample participation and creative inputs.

The professor is very knowledgeable and eloquent. He summarizes the texts excellently and is able to lead the class through a very thought-provoking train of thought.

Great intro at beginning/end of class. Did an excellent job of facilitating discussion and continuity between classes.

The instructor always had something very insightful to say about the subject and taught me personally how to approach the different subjects we discussed in a concise and careful manner. He was very funny in class, always entertaining us with his comments and replies to other kids in the class. Only thing was sometimes we would go off on tangents from the discussion, but these tangents were generally pretty funny.

Very helpful in office hours. Posting topics for discussion prior to the class.

He asked questions and directed our discussions so we could help each other understand the reading better. The accent spices things up

Prof. Willer was able to present the information in both a clear and interesting way. Though we dealt with complex ideas and philosophical debates he made sure to help us figure it out, then supported our analysis with his own. He was also quite funny which was a plus.

I really liked how Prof. Willer would open up the conversation to everyone, often calling on the quiet kids to get their takes. Moreover, whenever the class got off topic, Prof. Willer would always bring us back and get us to hit the important points of the reading.

What could she/he modify to help you learn more?

Comments

Giving us more historical background?

I thought it was less effective and engaging to participate in the split-group discussions rather than the whole class lecture/discussion style.

Nothing, this was very good.

Spend more time going over writing techniques in a formal manner instead of just letting us learn through trial and error.

Give more comments on drafts to make it better.

better handwriting? sometimes his lectures at the beginning of class got too long

I think when we split off into groups not a lot of work was really done, so I'd get rid of that. Also, the recap at the beginning of each class could be shorter. Often times the professor would talk about the talk about the context of the main points discussed the class before. However, this context was established the class before, so it felt like recapping the context was a waste of time. So, I'd get rid of that and just boil down the recap to the main points of the previous class since we already know the context.

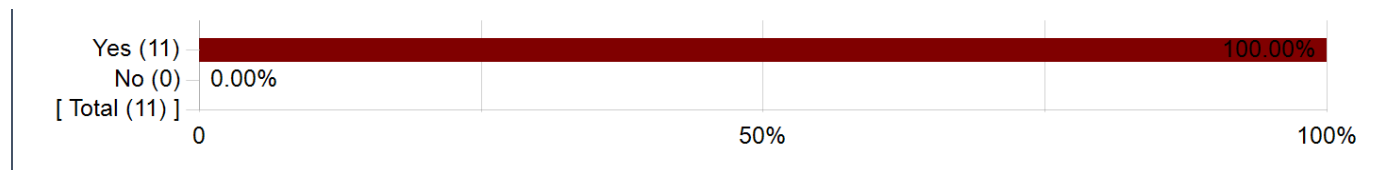
The Instructor

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------|-------------------|----------|---------|--------|----------------|
| Organized the course clearly. | 4.36 | 4.00 | 0.00% | 0.00% | 0.00% | 9.09% | 45.45% | 45.45% |
| Presented lectures that enhanced your understanding. | 4.45 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 36.36% | 54.55% |
| Facilitated discussions that were engaging and useful. | 4.55 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 27.27% | 63.64% |
| Stimulated your interest in the core ideas of the course. | 4.55 | 5.00 | 0.00% | 0.00% | 9.09% | 0.00% | 18.18% | 72.73% |
| Challenged you to learn. | 4.91 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 9.09% | 90.91% |
| Helped you gain significant learning from the course content. | 4.64 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 18.18% | 72.73% |
| Was available and helpful outside of class. | 4.70 | 5.00 | 9.09% | 0.00% | 0.00% | 0.00% | 27.27% | 63.64% |
| Motivated you to think independently. | 4.82 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 18.18% | 81.82% |
| Worked to create an inclusive and welcoming environment. | 4.73 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 27.27% | 72.73% |
| Overall, this instructor made a significant contribution to your learning. | 4.73 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 9.09% | 81.82% |

The Teaching Assistant, Course Assistant, Intern

Did this class include instruction by a TA, CA or Intern?

Did this class include instruction by a TA, CA or Intern?



What aspects of the TA's teaching contributed most to your learning?

Comments

facilitating reviews on papers

Very helpful paper edits that would assist with subsequent assignments.

Excellent essay feedback. He sometimes participated in class discussion, which I enjoyed greatly.

He went over some techniques in editing and paper-writing, but not much else. Some of his comments on my essay weren't that helpful and were overly meticulous

He gave helpful feedback on assignments and tailored the writing seminars to the assignments we had coming up.

Going over and thinking about how to revise our papers was super fun and also extremely helpful.

What could she/he modify to help you learn more?

Comments

a more in-depth approach to reviewing papers, not just on elementary topics such as the thesis.

Doing more concrete editing as a group in writing seminars.

Nothing.

idk

Help us with understanding the question and writing an outline for our essays.

More generally applicable advanced writing principles. Most of the feedback felt pretty specific to my individual essays.

Honestly I don't really have any improvements. Robert was great.

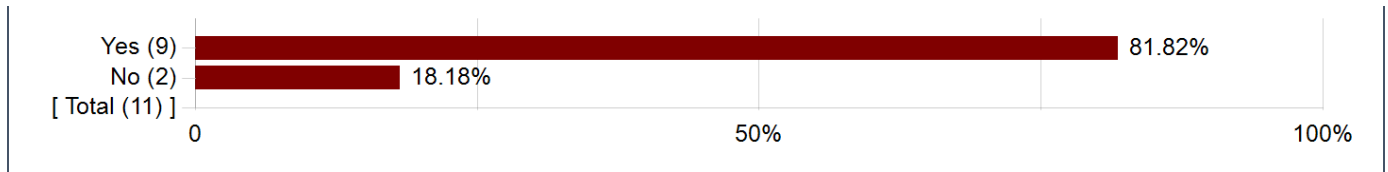
TA/CA or Intern

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|--------|-------------------|----------|---------|--------|----------------|
| Facilitated discussions that supported your learning. | 3.56 | 4.00 | 0.00% | 0.00% | 11.11% | 22.22% | 66.67% | 0.00% |
| Gave you useful feedback on your work. | 4.11 | 4.00 | 0.00% | 0.00% | 11.11% | 11.11% | 33.33% | 44.44% |
| Stimulated your interest in the core ideas of the course. | 3.50 | 4.00 | 11.11% | 0.00% | 11.11% | 22.22% | 55.56% | 0.00% |
| Challenged you to learn. | 3.56 | 4.00 | 0.00% | 0.00% | 11.11% | 22.22% | 66.67% | 0.00% |
| Helped you succeed in the class. | 3.89 | 4.00 | 0.00% | 0.00% | 0.00% | 22.22% | 66.67% | 11.11% |
| Was available and helpful outside of class. | 4.00 | 4.00 | 0.00% | 0.00% | 0.00% | 22.22% | 55.56% | 22.22% |
| Overall, the TA/CA made a significant contribution to your learning. | 3.33 | 4.00 | 0.00% | 0.00% | 22.22% | 22.22% | 55.56% | 0.00% |

Additional Course Elements

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?



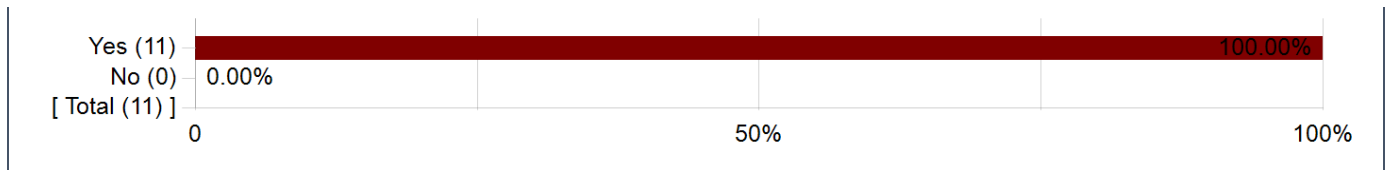
How much did the following elements of the course contribute to your learning gains?

| | Mean | Median | N/A | No Gain | A Little Gain | Moderate Gain | Good Gain | Great Gain |
|-----------------------|------|--------|---------|---------|---------------|---------------|-----------|------------|
| Laboratory Experience | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Field Trips | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Library Sessions | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Review sessions | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Writing Seminars | 3.00 | 3.00 | 10.00% | 0.00% | 30.00% | 40.00% | 10.00% | 10.00% |

Student Information

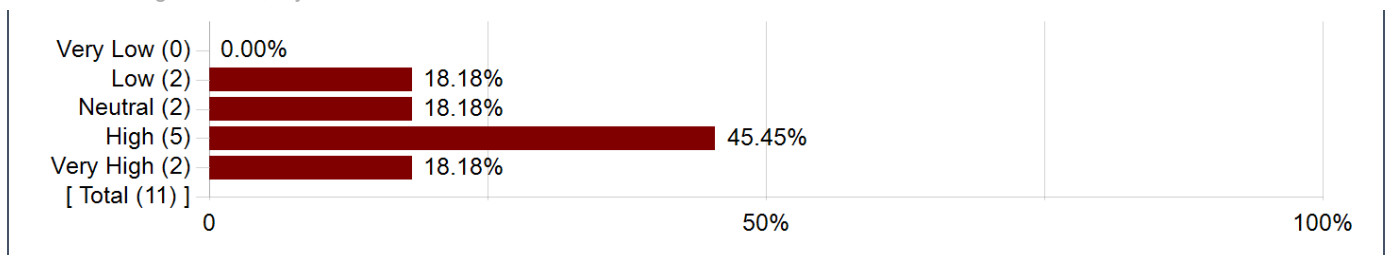
Is this class a requirement of some sort?

Is this class a requirement of some sort?



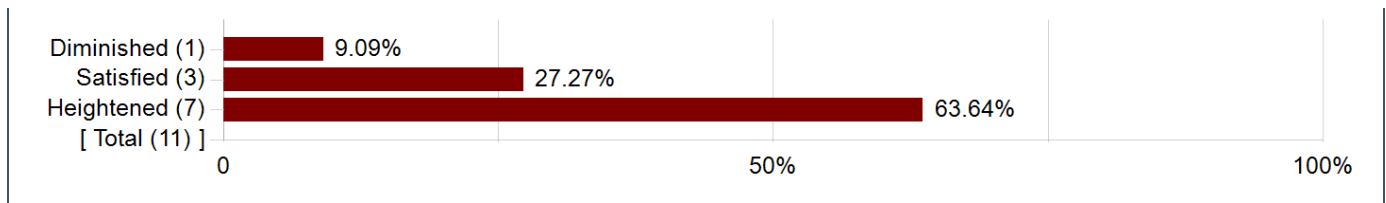
Prior to starting the class, my interest level was?

Prior to starting the class, my interest level was?

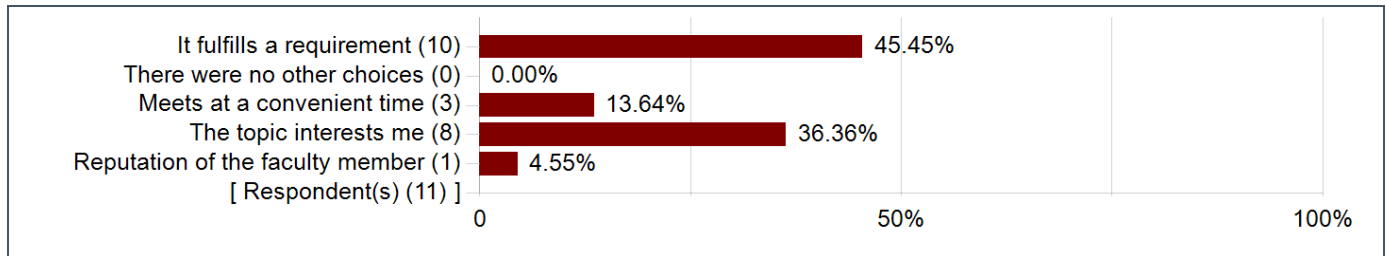


Now that the course is over, my interest is?

Now that the course is over, my interest is?

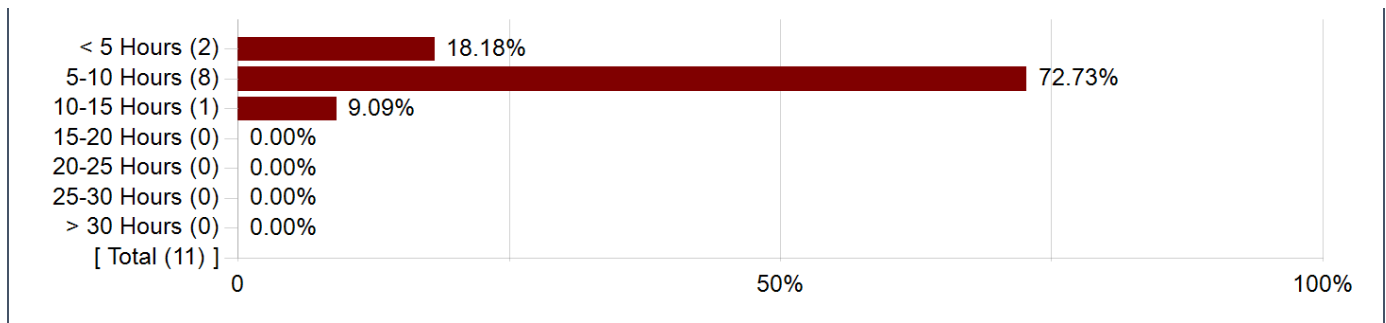


Why, primarily, did you take this course over others?



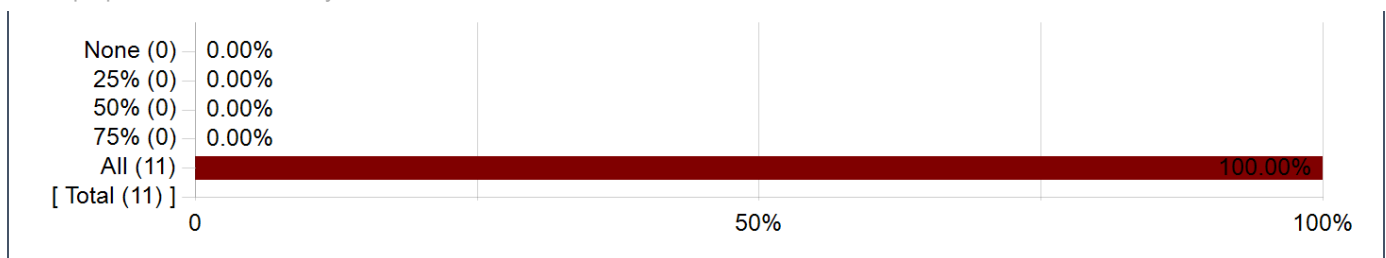
How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?

What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments

I have never analyzed text in a classroom discussion at such a high level. The writing feedback was very thorough and constructive; my essay writing definitely improved significantly.

Felt very comfortable given that this was our second quarter with Prof. Willer.

They graded pretty harshly but fairly

There were elements of logic and symbols Willer used that I didn't understand. Whenever math equations came into it (occasionally but not that often) I was lost

Please identify the name of the TA/CA/Intern you are commenting about.

| |
|-------------------|
| Comments |
| Robert J Porwoll |
| Robert Porwoll |
| Robert Poweroll |
| Robert Porwoll |
| Robert Porwoll |
| Robert Porwoll |
| Robert Porwoll |
| Robert J. Porwoll |
| Robert Porwoll |
| Robert |
| Robert Powell |



HUMA 11500 18 - Philosophical Perspectives-1 (Autumn 2018) - Instructor(s): Malte Willer

Number Enrolled: **19**

Number of Responses: **10**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Wednesday, April 21, 2021**

The Course

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|--|
| I learned about a lot of old Greek philosophy. |
| How a philosophical argument is made |
| How to read and interpret/ think through hard-to-read philosophical texts. |
| How to construct logical arguments in academic writing, experience reading classical and philosophical texts |
| Understanding philosophical texts. Writing a good philosophical paper. |
| I learned some of the basics of Greek philosophy and how to construct a philosophical argument. |
| ability to articulate more clearly and succinctly; better understanding of logic and how to reason well. |

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|--|
| Lectures were generally engaging and informative |
| Discussions were the central component of this course. They were always productive, and Professor Willer guided them back on track when tangents arose. Students would often come in with partially incorrect notions of the reading and come out at the end with a much better understanding, the sign of a good class. |
| In-class discussions allowed us to dive deeper into the implications and significance of confusing passages, and Professor Willer's lectures and summary sheets were always helpful as well |
| Makes me a better writer and critical thinker. |
| The discussions and lectures helped highlight and expand upon important elements of the readings and helped me gain a deeper and more complex understanding of the topics covered. |
| Papers are incredibly challenging and as a result, contributed most to learning. |

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------|-------------------|----------|---------|--------|----------------|
| This course challenged me intellectually. | 4.70 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 30.00% | 70.00% |
| I understood the purpose of this course and what I was expected to gain from it. | 3.80 | 4.00 | 0.00% | 0.00% | 10.00% | 10.00% | 70.00% | 10.00% |
| I understood the standards for success on assignments. | 2.70 | 3.00 | 0.00% | 10.00% | 30.00% | 40.00% | 20.00% | 0.00% |
| Class time enhanced my ability to succeed in graded assignments. | 3.90 | 4.00 | 0.00% | 0.00% | 0.00% | 30.00% | 50.00% | 20.00% |
| I received feedback on my performance that helped me improve subsequent work. | 3.90 | 4.00 | 0.00% | 0.00% | 10.00% | 20.00% | 40.00% | 30.00% |
| My work was evaluated fairly. | 3.40 | 3.50 | 0.00% | 0.00% | 30.00% | 20.00% | 30.00% | 20.00% |
| I felt respected in this class. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Overall, this was an excellent course. | 3.80 | 4.00 | 0.00% | 0.00% | 10.00% | 20.00% | 50.00% | 20.00% |

Additional Comments about this course:

Comments

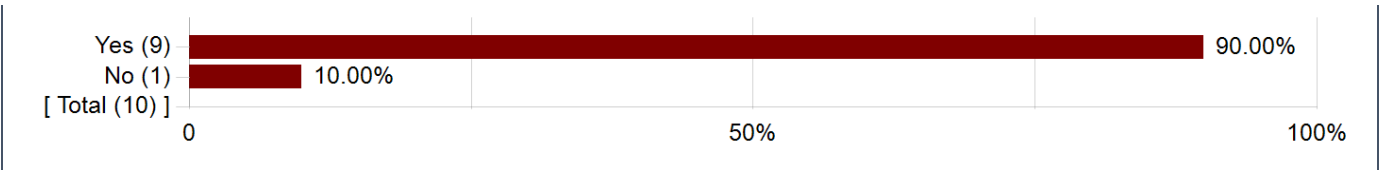
No guidelines on writing papers made it very challenging early on. We were simply given the prompts and the page limit. However, it quickly became clear what was expected in terms of structure. Grading was substantially harsher than peers' Phil Per sections, but this did not detract from a very valuable and rigorous learning environment.

It was difficult to understand what qualified as a good philosophical essay and what is required to succeed overall in the course.

Apart from the harsh grading scale, this is an excellent course indeed. Professor Willer is a thoughtful instructor and person in general, and it is clear from our conversations that he is a true philosopher at heart. However, the fact that the highest grade he has given out so far is a B+ is, frankly, unfathomable and unacceptable to me. There are numerous sections of HUMA out there, including other sections of philosophical perspectives, where obtaining an A/A- is entirely possible and even common. Given that incoming freshmen have little access to this kind of information, it would be a penalty to anyone who chooses a section with an unreasonable grading scale. I chose this section in particular because I'm interested in philosophy and Professor Willer has won a teaching award. Unfortunately, I am at a disadvantage as a result of this choice. Needless to say, there are many highly talented and thoughtful students in my class, and we all have high ambitions. Some of us are applying to competitive programs/internships in the near future that have a strict GPA requirement. It is clear that we are let down by the grading scale in this class. Furthermore, it is simply defeating to know that no matter how hard we work on our papers, we are almost certainly never going to get a grade that people in some other sections can obtain with ease. This is a result of both the grading scale and the sheer difficulty of the paper prompts. I am well aware that challenges help us grow and become better writers, but I feel that in this section it is simply overdone. We can only be pushed so far. It is by no means that I am challenging the authority of Professor Willer. It is entirely up to him to decide the grading scale and our final grades. I can only hope that by raising this issue, we can at least pay attention to the inequality of the grading scale across HUMA sections. We came in largely without any information about the grading scale, and now we are not allowed to swit

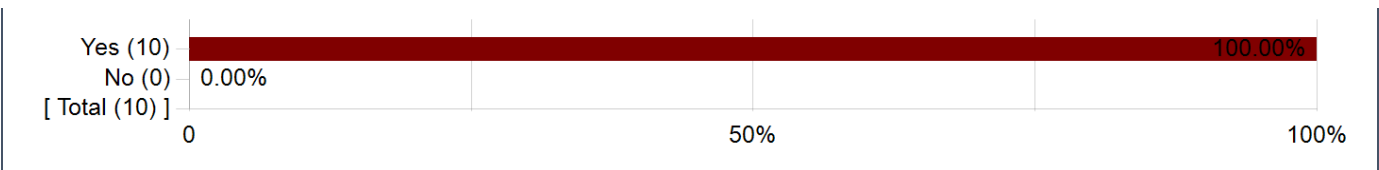
I would recommend this course to highly motivated and well-prepared students

I would recommend this course to highly motivated and well-prepared students



I would recommend this course to anyone interested in the topic

I would recommend this course to anyone interested in the topic



The Instructor

Thinking about your time in class, what aspect of the instructor's teaching contributed most to your learning?

Comments

Professor Willer started to do brief recaps of the previous class in order to orient the discussion for the class, which was helpful.

He summarized content in an easily understandable and engaging way

Professor Willer was great! He was funny, knowledgeable, and easy to relate to. His ability to maintain an environment that encouraged participation.

Guided discussion effectively and gave contextual information when necessary. Often 'pushed back' on student ideas so that we would develop them and justify them more, leading to an informed discussion. Very smart, and very funny, and certainly made the class entertaining.

Lectures, guiding of discussion, summary sheets, knowledge and passion for subject

Open to office hours, which was very helpful

Professor Willer was excellent at facilitating and encouraging discussion and pointing out key arguments in the readings. He also helped me understand some of the basics of philosophical argumentation.

What could she/he modify to help you learn more?

| Comments |
|--|
| Personally, the course would have been more interesting for me if it had been made more relevant and wasn't solely focused on the ancient Greek philosophical texts. |
| More feedback on written work |
| Clearer guidelines on essays |
| His expectations for written assignments were slightly unclear towards the beginning of the quarter, but he clarified them when asked and was very helpful |
| Be more clear about the purpose of the class. Grade papers less harshly. At least, tell us exactly how to get a certain grade without making it vague. |
| Professor Willer could provide a better introduction to the ideas and systems of thought in Greek philosophy and could expand upon some of the wider implications of the arguments made in the readings. Grading was also fairly harsh and it was difficult to understand how to succeed in the course in terms of grades. |

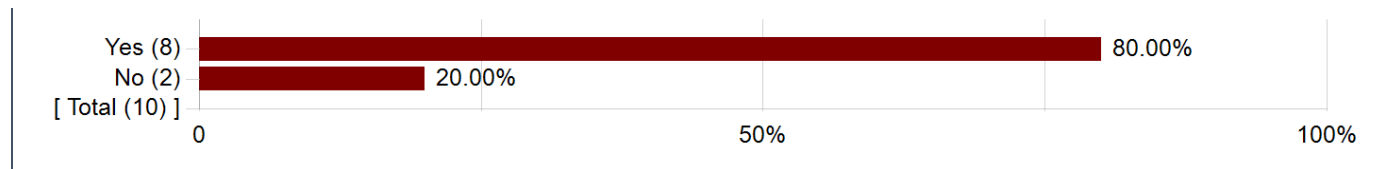
The Instructor

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|--------|-------------------|----------|---------|--------|----------------|
| Organized the course clearly. | 4.30 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 70.00% | 30.00% |
| Presented lectures that enhanced your understanding. | 4.50 | 4.50 | 20.00% | 0.00% | 0.00% | 0.00% | 40.00% | 40.00% |
| Facilitated discussions that were engaging and useful. | 4.60 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 40.00% | 60.00% |
| Stimulated your interest in the core ideas of the course. | 4.10 | 4.00 | 0.00% | 0.00% | 10.00% | 0.00% | 60.00% | 30.00% |
| Challenged you to learn. | 4.70 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 30.00% | 70.00% |
| Helped you gain significant learning from the course content. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Was available and helpful outside of class. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Motivated you to think independently. | 4.70 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 30.00% | 70.00% |
| Worked to create an inclusive and welcoming environment. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| Overall, this instructor made a significant contribution to your learning. | 4.40 | 4.50 | 0.00% | 0.00% | 0.00% | 10.00% | 40.00% | 50.00% |

The Teaching Assistant, Course Assistant, Intern

Did this class include instruction by a TA, CA or Intern?

Did this class include instruction by a TA, CA or Intern?



What aspects of the TA's teaching contributed most to your learning?

| Comments |
|--|
| Very available to help outside of class |
| Most importantly, Matthew helped us break down the prompts for our major papers. This was extremely useful and helped our understanding. Also, provided useful info on how to address the criticisms on our essays from the professor |
| During our writing seminars, he helped us dissect each essay prompt and work through the central questions posed by each - this greatly helped improve our understanding of how to attack each. He was also incredibly kind and was very accessible outside of seminars. |
| Very approachable. Helps understand prompts. |
| Discussing paper prompts and draft planning |

What could she/he modify to help you learn more?

| Comments |
|--|
| Clearer feedback during writing seminars |
| Even more time looking at future essay prompts |
| Nothing |
| Sometimes his views and the professor's views are different. |

TA/CA or Intern

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|--------|-------------------|----------|---------|--------|----------------|
| Facilitated discussions that supported your learning. | 4.00 | 4.00 | 25.00% | 0.00% | 0.00% | 25.00% | 25.00% | 25.00% |
| Gave you useful feedback on your work. | 4.13 | 4.00 | 0.00% | 0.00% | 0.00% | 12.50% | 62.50% | 25.00% |
| Stimulated your interest in the core ideas of the course. | 3.86 | 4.00 | 12.50% | 0.00% | 0.00% | 12.50% | 75.00% | 0.00% |
| Challenged you to learn. | 3.71 | 4.00 | 12.50% | 0.00% | 12.50% | 0.00% | 75.00% | 0.00% |
| Helped you succeed in the class. | 4.14 | 4.00 | 12.50% | 0.00% | 0.00% | 12.50% | 50.00% | 25.00% |
| Was available and helpful outside of class. | 4.75 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 25.00% | 75.00% |
| Overall, the TA/CA made a significant contribution to your learning. | 3.75 | 4.00 | 0.00% | 0.00% | 12.50% | 12.50% | 62.50% | 12.50% |

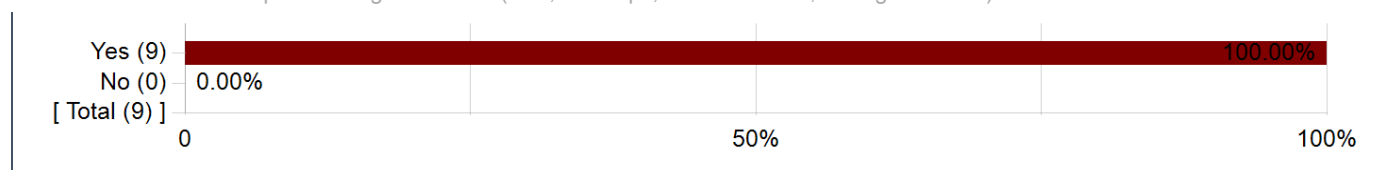
Additional feedback to the TA/CA/Intern:

| Comments |
|--|
| Smart and helpful. Helped improve our writing. Always willing to meet with students who asked for extra help |
| Writing Intern is very helpful, really enjoyable to work with. |

Additional Course Elements

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?



How much did the following elements of the course contribute to your learning gains?

| | Mean | Median | N/A | No Gain | A Little Gain | Moderate Gain | Good Gain | Great Gain |
|-----------------------|------|--------|---------|---------|---------------|---------------|-----------|------------|
| Laboratory Experience | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Field Trips | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Library Sessions | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Review sessions | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Writing Seminars | 3.11 | 3.00 | 0.00% | 0.00% | 22.22% | 44.44% | 33.33% | 0.00% |

Other course elements not mentioned above:

Comments

My writing seminar did not offer any additional knowledge or skills that I did not already have. We also did very little work on the actual writing assignments that this course involved and did not use the writing seminars to workshop/get feedback on our papers before we turned them in.

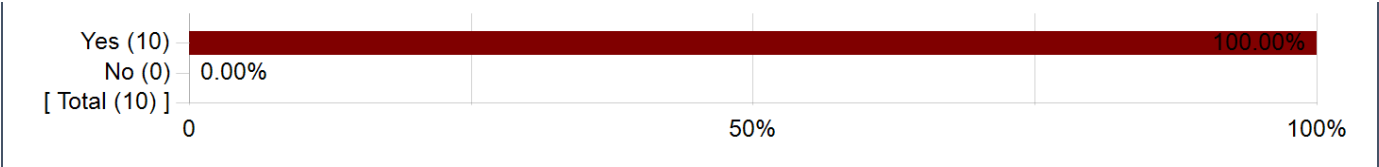
Writing seminars were useful for better understanding feedback on our essays and essay prompts.

Writing seminars helped me understand the prompts for each of the essays we were required to write but they did not provide me with a better understanding of what constitutes a good academic essay.

Student Information

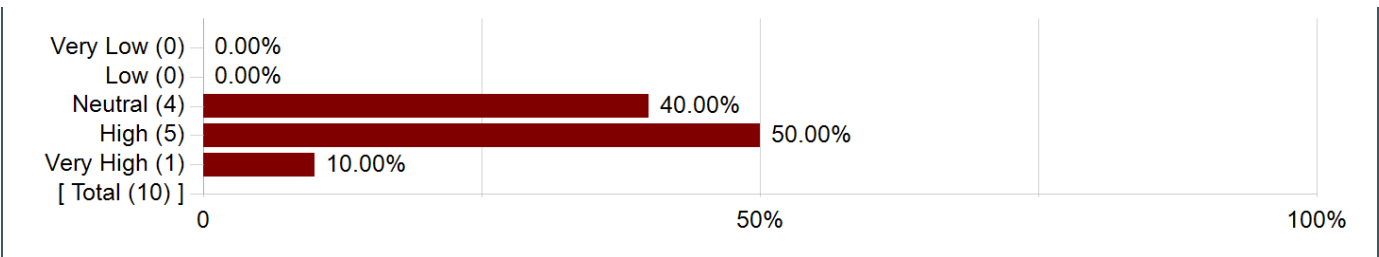
Is this class a requirement of some sort?

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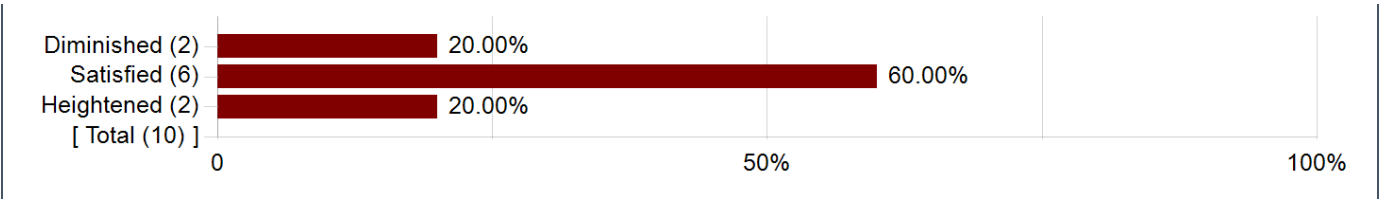
Prior to starting the class, my interest level was?

Prior to starting the class, my interest level was?

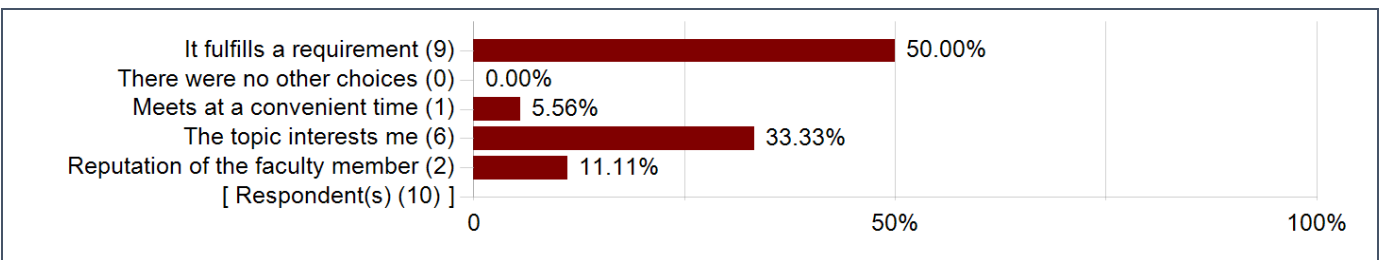


Now that the course is over, my interest is?

Now that the course is over, my interest is?

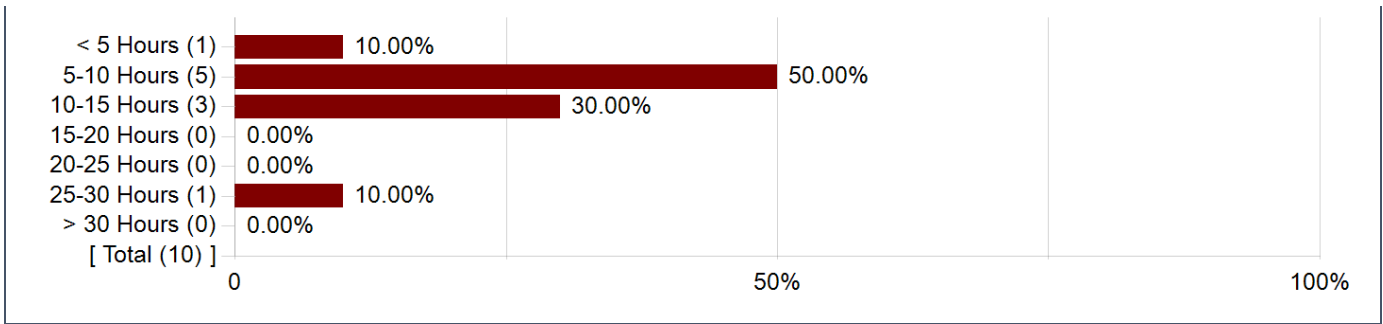


Why, primarily, did you take this course over others?



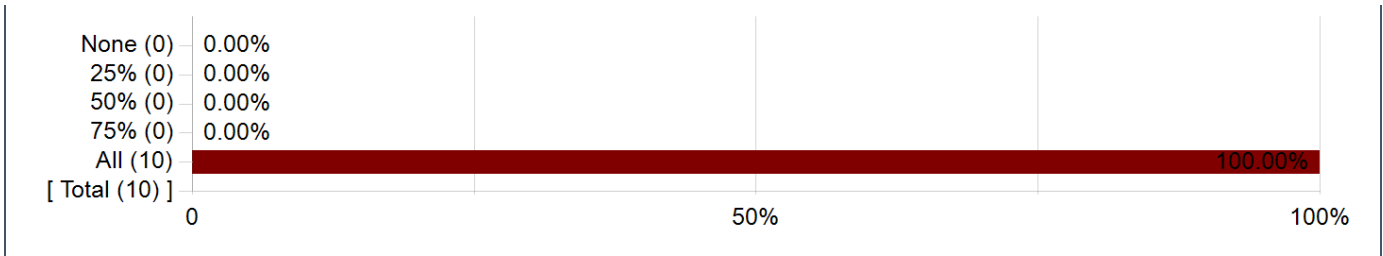
How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?

What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments

The class itself was easy to understand yet academically rigorous. In terms of assignments, I still am not sure what the rubric or standards were. I felt we were graded extremely harshly (though the feedback provided was insightful and extensive) compared to other sections.

Harder than any class I had ever taken for the humanities, but the appropriate next step from rigorous high school english.

It was a good level of difficulty - the texts were an appropriate level, and the prompts were challenging

With no prior experience with philosophy, the course was really hard in terms of contributing in discussions and writing papers, as well as understanding the works on a deeper level.

The ideas in the course were moderately easy to understand and the prompts were not too difficult to answer,

Difficult, especially the paper prompts.

Please identify the name of the TA/CA/Intern you are commenting about.

Comments

Matthew Creighton

Matthew Creighton

Matthew

Matthew Creighton

Matthew Creighton

Matthew Creighton

Matthew Creighton

Matthew Creighton



HUMA 11500 2 - Philosophical Perspectives-1 (Autumn 2017) - Instructor(s): Malte Willer

Number Enrolled: **18**

Number of Responses: **10**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Tuesday, April 20, 2021**

The Course

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|--|
| close reading, how to critically engage with the text, the course really got me interested in Philosophy!! Thanks Malte :) |
| How to write a philosophy paper |
| I learned how to critically engage with classic philosophical ideas and form a logical argument. |
| Analyzing ideas behind the text, greater trends between progression of ideas and what those trends imply, and overall how to take a text and break it down into tangible concepts. |
| Gained a little knowledge on paper/argument structure. More importantly, analyzing the philosophers' arguments definitely stimulated my critical thinking/logic skills. |
| Evaluating different notions of justice, differing perspectives on what is "good" and understanding what it means to be a citizen were three key areas that I found most interesting. I gained many skills as a critical thinker and developed as a persuasive essay writer. |
| I learned how to construct a written argument |

Describe how aspects of this course (lectures, discussion, assignments, etc.) contributed to your learning.

| Comments |
|--|
| Lecture, discussion, and essays all contributed to my learning |
| The discussions were interesting and full of good points that I never would have considered myself |
| Discussions really helped me understand the readings and begin to think about them critically, and the writing seminars helped me articulate through writing my own opinions as well as the philosophy we were reading in a clear, structured format. |
| I thoroughly enjoyed the way lectures were held, I personally found it to be a good mix between lecture and discussion, though I know that there are others who disagree. |
| Listening to Malte talk about the books was always enlightening. Discussions were generally engaging and interesting but I felt like we didn't go into enough depth on a lot of the issues. Assignments were challenging and Malte's comments were always insightful without being demoralizing. I felt like there weren't enough assignments for me to make a whole lot of progress as a writer though. |
| Small seminar discussions made it easy to learn. |
| In class discussions about texts and meeting my professor during office hours were the most constructive towards my learning in this class. |

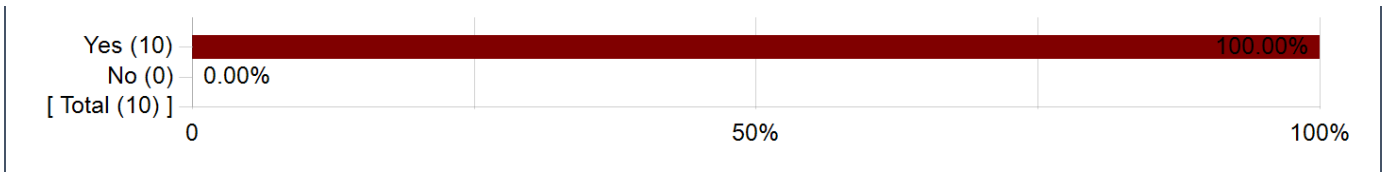
| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------|-------------------|----------|---------|--------|----------------|
| This course challenged me intellectually. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| I understood the purpose of this course and what I was expected to gain from it. | 4.20 | 4.00 | 0.00% | 0.00% | 0.00% | 10.00% | 60.00% | 30.00% |
| I understood the standards for success on assignments. | 3.80 | 4.00 | 0.00% | 0.00% | 0.00% | 30.00% | 60.00% | 10.00% |
| Class time enhanced my ability to succeed in graded assignments. | 4.10 | 4.00 | 0.00% | 0.00% | 0.00% | 10.00% | 70.00% | 20.00% |
| I received feedback on my performance that helped me improve subsequent work. | 4.40 | 4.50 | 0.00% | 0.00% | 0.00% | 10.00% | 40.00% | 50.00% |
| My work was evaluated fairly. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |
| I felt respected in this class. | 4.70 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 30.00% | 70.00% |
| Overall, this was an excellent course. | 4.60 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 40.00% | 60.00% |

Additional Comments about this course:

| Comments |
|----------------------|
| Professor is amazing |

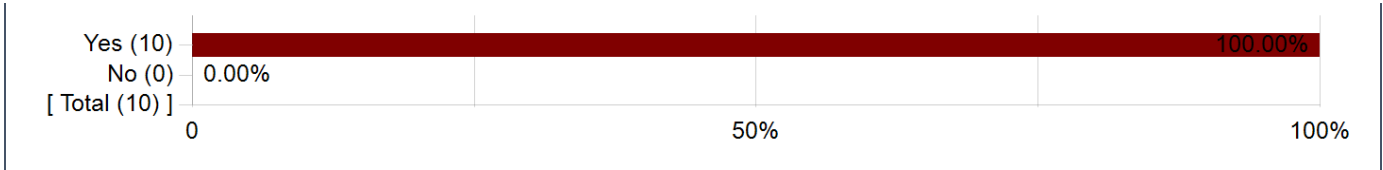
I would recommend this course to highly motivated and well-prepared students

I would recommend this course to highly motivated and well-prepared students



I would recommend this course to anyone interested in the topic

I would recommend this course to anyone interested in the topic



The Instructor

Thinking about your time in class, what aspects of the instructor's teaching contributed most to your learning?

Comments

Malte is a brilliant professor, he is funny, engaging, and knowledgeable at the same time. I look forward to going to HUM class everyday...

His enthusiasm

Malte was funny, engaging, and interested in what he was teaching. He encouraged us to share our opinions and speak up and he gave extremely thoughtful comments on all our assignments.

I really liked that Malte made efforts to include everyone in the discussion. He also sent out summaries of our discussions after class which was helpful in completing assignments.

His openness to student ideas, and transforming what may have been a tentative understanding into a thoroughly fascinating discussion.

Malte excelled at drawing out the distinction between particularly important but ambiguous concepts. His sense of humor also improved everything about the course.

Professor Willer was always engaged and prepared to teach. It was evident that he enjoyed teaching and took great interest both in the subject of philosophy and in the development of his students.

The in class discussion were especially insightful, as they were built from the basics of the text, and continued to the more difficult parts as the class progressed. Malte would often lead the discussion to jumpstart the analysis to help the class from the start

Professor Willer would always allow for students to discuss the topic of discussion first and then provide his own interpretation and then allow us to discuss again. The back and forth between students provided a comfortable atmosphere to learn in.

What could she/he modify to help you learn more?

Comments

Nothing, wish we had more time

Handwriting

Class time could be structured in a way the facilitated more open discussion rather than spending a lot of time lecturing about the text.

Maybe making it a little more clear before the reading which sections are of interest and which are less important to the central ideas.

Sometimes I wished he would provide some more pushback to some of the student's arguments. In general Malte was fantastic. Oh, this may be a lost cause but it would be great if he could improve his handwriting.

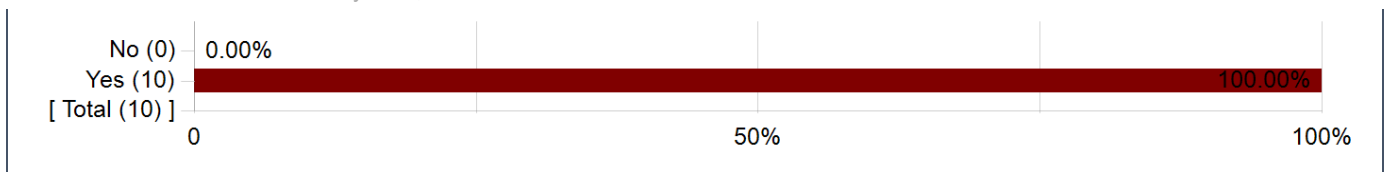
I would have appreciated more time focused on writing during class, as class time was solely dedicated to understanding texts.

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|--------|-------------------|----------|---------|--------|----------------|
| Organized the course clearly. | 4.30 | 4.00 | 0.00% | 0.00% | 0.00% | 10.00% | 50.00% | 40.00% |
| Presented lectures that enhanced your understanding. | 4.40 | 4.00 | 0.00% | 0.00% | 0.00% | 0.00% | 60.00% | 40.00% |
| Facilitated discussions that were engaging and useful. | 4.20 | 4.50 | 0.00% | 0.00% | 10.00% | 10.00% | 30.00% | 50.00% |
| Stimulated your interest in the core ideas of the course. | 4.30 | 4.50 | 0.00% | 0.00% | 0.00% | 20.00% | 30.00% | 50.00% |
| Challenged you to learn. | 4.30 | 4.50 | 0.00% | 0.00% | 0.00% | 20.00% | 30.00% | 50.00% |
| Helped you gain significant learning from the course content. | 4.50 | 5.00 | 0.00% | 0.00% | 0.00% | 10.00% | 30.00% | 60.00% |
| Was available and helpful outside of class. | 4.38 | 4.50 | 20.00% | 0.00% | 0.00% | 10.00% | 30.00% | 40.00% |
| Motivated you to think independently. | 4.50 | 5.00 | 0.00% | 0.00% | 0.00% | 10.00% | 30.00% | 60.00% |
| Worked to create an inclusive and welcoming environment. | 4.60 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 40.00% | 60.00% |
| Overall, this instructor made a significant contribution to your learning. | 4.50 | 4.50 | 0.00% | 0.00% | 0.00% | 0.00% | 50.00% | 50.00% |

The Teaching Assistant, Course Assistant, Intern

Did this class include instruction by a TA, CA or Intern?

Did this class include instruction by a TA, CA or Intern?



What aspects of the TA's teaching contributed most to your learning?

Comments

Insightful comments

Preparedness

He was good at helping us figure out our arguments and figuring out how to structure our essays.

Really available, I appreciated how he would take the time out of class to review your paper through email. That was really generous of him and was very helpful to my writing.

He seemed to have a deeper understanding of the context/original language of the texts. It was useful when we needed the exact sense of a word in the original greek.

Writing Seminars

He was available to read our essays before the due date

What could she/he modify to help you learn more?

Comments

Nothing, mike is great

Enthusiasm and flexibility

Structure the writing seminars a little more in a way that gave students equal opportunities to discuss their assignments and also be more accessible outside of class.

Not much, but I would like to say that his contributions during discussions were always super enlightening and valuable. I wish he would speak up more, every time he did he said something really profound.

Better time management during writing seminars

The TA obviously had a good understanding of the text, but was often confusing when giving feedback to essays in person, as his comments were at times indefinite or vague

While he often gave thoughtful points about areas in papers that need improvement, he did not make it clear how to improve them. I would have liked more constructive feedback.

TA/CA or Intern

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|--------|-------------------|----------|---------|--------|----------------|
| Facilitated discussions that supported your learning. | 3.88 | 4.00 | 20.00% | 0.00% | 0.00% | 30.00% | 30.00% | 20.00% |
| Gave you useful feedback on your work. | 3.40 | 3.00 | 0.00% | 0.00% | 10.00% | 50.00% | 30.00% | 10.00% |
| Stimulated your interest in the core ideas of the course. | 3.30 | 3.00 | 0.00% | 0.00% | 10.00% | 60.00% | 20.00% | 10.00% |
| Challenged you to learn. | 3.60 | 4.00 | 0.00% | 0.00% | 10.00% | 30.00% | 50.00% | 10.00% |
| Helped you succeed in the class. | 3.80 | 4.00 | 0.00% | 0.00% | 10.00% | 20.00% | 50.00% | 20.00% |
| Was available and helpful outside of class. | 4.22 | 4.00 | 10.00% | 0.00% | 0.00% | 20.00% | 30.00% | 40.00% |
| Overall, the TA/CA made a significant contribution to your learning. | 3.40 | 3.00 | 0.00% | 0.00% | 10.00% | 60.00% | 10.00% | 20.00% |

Additional feedback to the TA/CA/Intern:

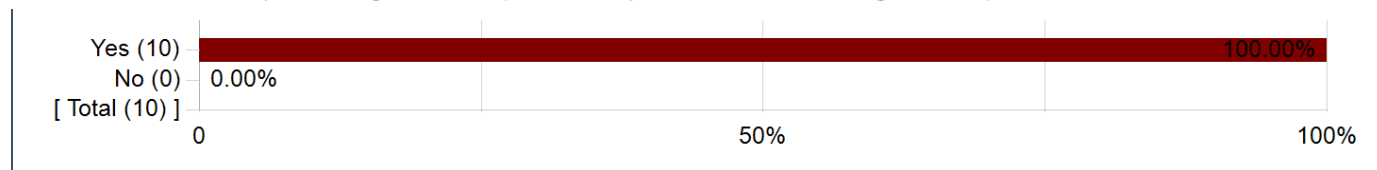
Comments

Please tell us how to fix what is wrong with our papers. Also, it is sometimes hard to tell if you think there is a problem that you think is not an issue or there is something in an essay that needs to be fixed. Overall, clearer feedback would be helpful

Additional Course Elements

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?



How much did the following elements of the course contribute to your learning gains?

| | Mean | Median | N/A | No Gain | A Little Gain | Moderate Gain | Good Gain | Great Gain |
|-----------------------|------|--------|---------|---------|---------------|---------------|-----------|------------|
| Laboratory Experience | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Field Trips | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Library Sessions | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Review Sessions | N/A | N/A | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Writing Seminars | 3.10 | 3.00 | 0.00% | 0.00% | 30.00% | 40.00% | 20.00% | 10.00% |

Other course elements not mentioned above:

Comments

We also had HUM dinner together it was so cute although i was the first one there

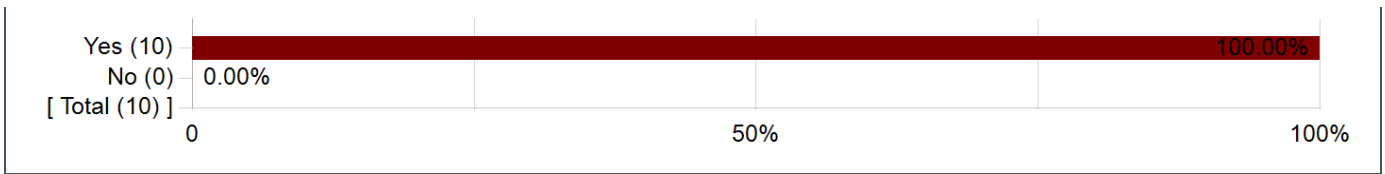
Pretty helpful, but I would prefer more lecturing by the TA instead of discussion with other students.

The writing seminars often felt poorly managed in terms of time. I think they would be more useful if students read each others essays and provided feedback on them, or if our writing TA had done this.

Student Information

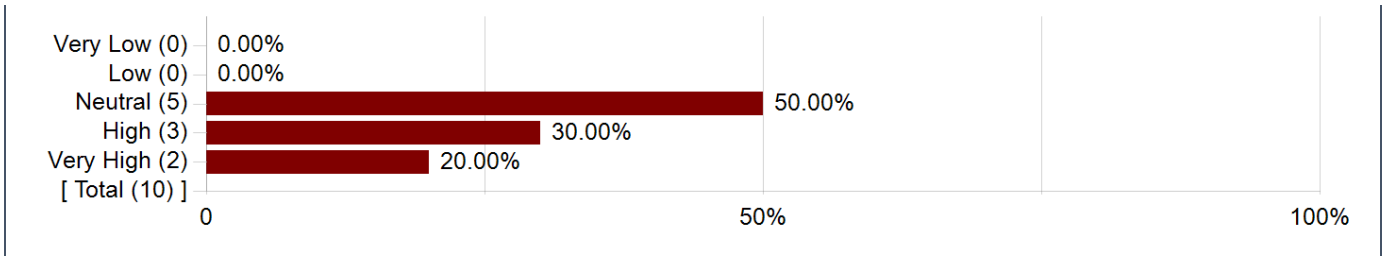
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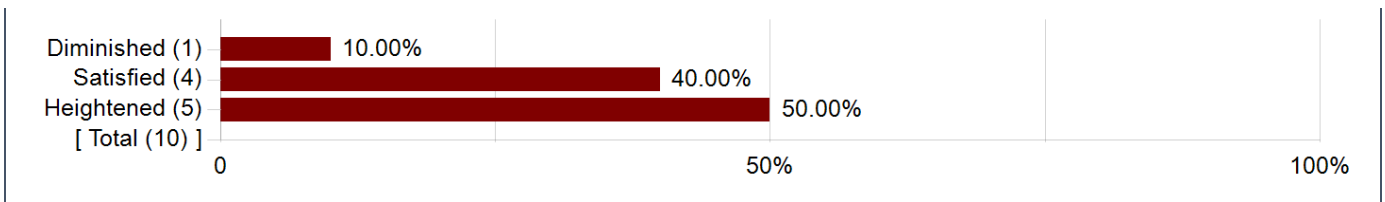
Prior to starting the class, my interest level was?

Prior to starting the class, my interest level was?

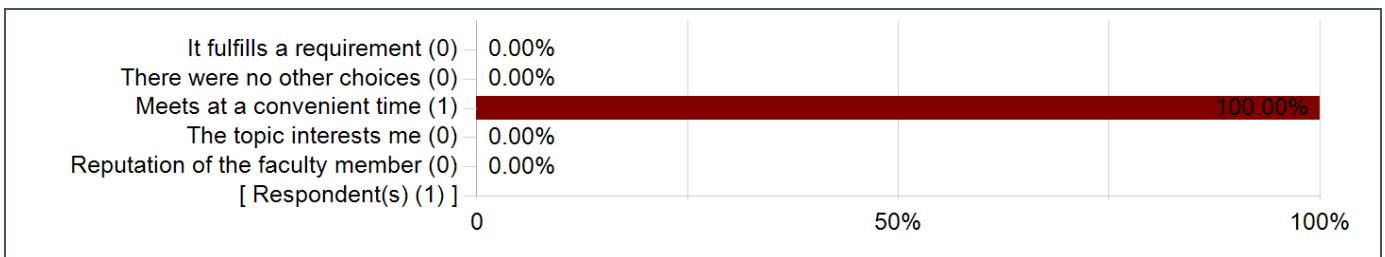


Now that the course is over, my interest is?

Now that the course is over, my interest is?

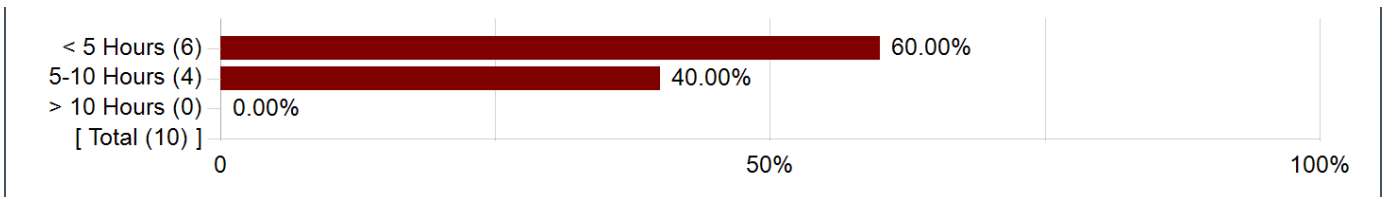


Why, primarily, did you take this course over others?



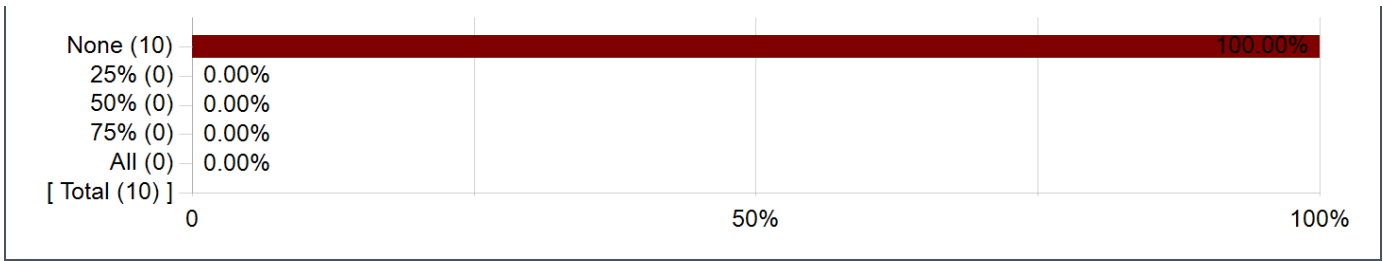
How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?



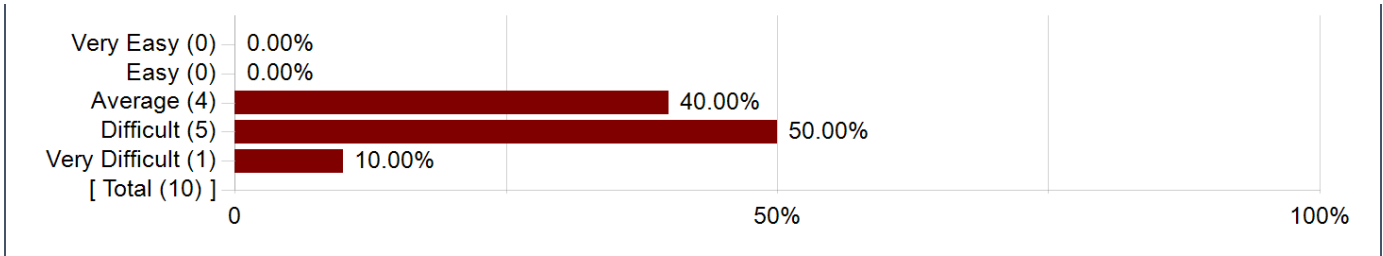
What proportion of classes did you attend?

What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Please comment on the level of difficulty of the course relative to your background and experience.



Please identify the name of the TA/CA/Intern you are commenting about.

Comments

- Mike Crema
- Micheal Crema
- Michael Crema
- Michael Crema
- Michael Crema
- Michael Crema
- Michael Crema
- Michael Crema
- Michael Crema
- Michael Crema
- Michael Crema

What could she/he modify to help you learn more?

Comments

- Nothing, mike is great
- Enthusiasm and flexibility
- Structure the writing seminars a little more in a way that gave students equal opportunities to discuss their assignments and also be more accessible outside of class.
- Not much, but I would like to say that his contributions during discussions were always super enlightening and valuable. I wish he would speak up more, every time he did he said something really profound.
- Better time management during writing seminars
- The TA obviously had a good understanding of the text, but was often confusing when giving feedback to essays in person, as his comments were at times indefinite or vague
- While he often gave thoughtful points about areas in papers that need improvement, he did not make it clear how to improve them. I would have liked more constructive feedback.



HUMA 12400 15 - Human Being And Citizen-2 (Winter 2017) - Instructor(s): Malte Willer

Number Enrolled: 18

Number of Responses: 12

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Tuesday, April 20, 2021**

What were the instructor's strengths? Weaknesses?

| Comments |
|--|
| Malte is a great professor! He is very knowledgeable and insightful. Not really any weaknesses. |
| Very engaging lecturer. Also very funny, which helped tide the class through an hour and a half of class. The readings were all pretty philosophical, and since he is a philosophy professor, he got really into it, which made class very engaging. |
| He was very logical and had good control over the class. |
| He is a very good lecturer. He's a philosophy professor and he is very intelligent - he knows his material. It makes it very difficult to understand, however, because he has a mild accent and because the stuff he says is beyond the level of my comprehension. |
| Malte was very good at stimulating class discussion every meeting. Our discussions were a balance between student and instructor, although sometimes I felt as though they were a little too instructor-driven, and I would've liked to hear more class discussion. We always stuck to the text, and we explored both main elements and nuanced ones, but overall, it was a great class to learn in. |
| Facilitated interesting discussion. The biggest issue was that the assignments were framed as if any reasonable interpretation were valid, when in reality, Professor Willer often wants a very specific interpretation of the text. |
| Professor Malte is a brilliant man who clearly has a passion for the material we learned this quarter. However, he has a very narrow-minded opinion of the text and if one does not match his opinion, you will not do well. |
| He's hilarious |
| Malte was really good at keeping the discussion focused. |
| He was a really fascinating lecturer and always did a great job of connecting our work to a larger idea that we sought to unpack. |
| tried to explain concepts; soft spoken so easy to lose focus |

What were the teaching assistant's or writing intern's strengths? Weaknesses?

| Comments |
|--|
| Stephen gives very helpful feedback. |
| Helpful and very nice. Stephen tailored our required writing seminars to whatever strengths the class was lacking in, which made writing better essays either. |
| Helped us with the style of writing a lot |
| Stephen is literally the best teaching assistant on the planet. There are superstar teachers, and then theres stephen. Lightyears ahead of them all. Stephen is a better TA than many hum professors are at teaching the class. Stephen is a godsend. His presence is essential to the class. He exudes intelligence. He is omnipotent. |
| This is my second quarter with Stephen, and like the first quarter, he was very accommodating and understanding of students' schedules. He put a lot of effort and care into preparing his lesson plans for the seminars, and I really appreciated that. He obviously tried his best to align his advice with what he thought the professor would advise, so as to help us get the best grade possible. Stephen did a great job. |
| Steven is the best. Really valuable help with papers. |
| The teaching assistant is a nice guy, but could have put a lot more time in helping facilitate learning or make us better writers. He was never available to meet outside of class and when we did meet, it was after our essays were already due. |
| Stephen was good at giving feedback specific to what the instructor wanted. |
| Always was available to meet with students and provided very helpful feedback on assignments. |
| very accessible and friendly in helping prepare for the test and on homework |

What, if anything, what would you change about this course and why?

| Comments |
|---|
| Not really anything. |
| Nothing, it was great |
| More flexibility in the assignments. It seems like he already has an idea of what we needed to do |
| less hum |
| I would remove Augustine from the reading list. I really, really hated that book. |
| Professor Willer should make it clear that he wants a specific interpretation of the text. Otherwise it was really good |
| It would be cool if more time was spent on connections between texts ideas from the first quarter. |
| Inferno seemed a bit out of place compared to the other seemingly more philosophical works earlier in the quarter. |
| making the homework and exam correlated in difficulty |

Is there any topic in this course that you wished you had had previous background in?

| |
|--|
| Comments |
| Classical texts. |
| No |
| none |
| no |
| No, I felt pretty able to digest the material given. |
| Nah |
| No |
| No |
| N/a |
| quantum mechanics |

Which texts were most useful?

| |
|---|
| Comments |
| They are all pretty useful. |
| N/A |
| Nicomachean Ethics |
| nichomachean ethics was useful. inferno was fun to read. confessions was pretty good |
| I really loved Inferno. I thought it was one of the best pieces of literature I have ever read. |
| All equally useful |
| All of them play off of each other. |
| All of them |
| Nicomachean Ethics |
| my brain, memorizing |

Which least?

| |
|--|
| Comments |
| N/A |
| Confessions |
| none |
| Confessions was terrible. |
| n/a, they were all helpful. nicomachean ethics was hard though |
| N/a |
| Inferno |
| textbook |

How productive was class discussion?

| |
|--|
| Comments |
| Very productive, I learn so much out of each discussion. |
| Very helpful, and gave me a good idea of how to prepare for essays. |
| quite productive |
| eh. lots of malte talking |
| Class discussion was usually very engaged. I liked my peers and we all contributed in a balanced way to daily class discussion. |
| Really good, everyone had great input |
| Class discussion was productive. |
| Very |
| Mostly poductive. Occasionally we would delve a little too deeply into a tangential point, however, these times did prove beneficial to the overall discourse. |
| they were productive in doing things we wanted to work on |

How has this course contributed to your education?

Comments

It gave me a better understanding of the classical and Christian philosophy, and made me want to learn more about related topics.

I feel like my writing has improved.

Greatly honed my critical thinking and logical skills

the life of the mind, man.

I feel like this was a really great sequel to my first quarter of HUM. There was a different tone to the readings, and we discussed them through different lenses, so I was very pleased all around.

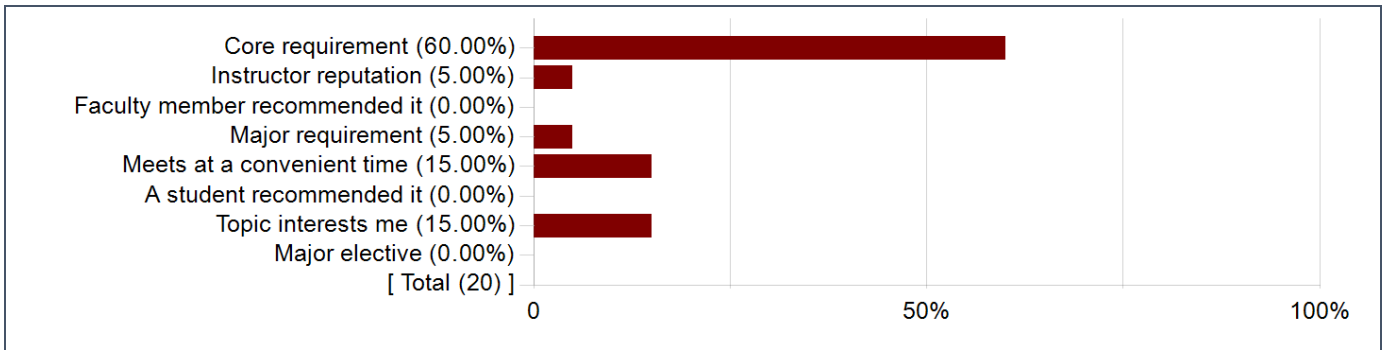
Made me more aware of how charitably I was treating the text

The course really improved my close reading skills

Definitely enabled me to think more philosophically about the notion of "the good life." This in turn has helped me reflect more on my own life, an important goal of anyone's educational experience.

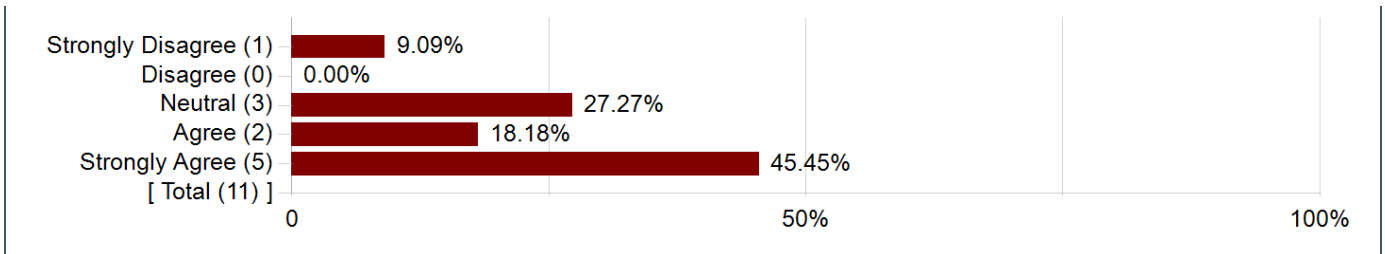
i have a better understanding on the specifics

Why did you take this course?



In summary, I had a strong desire to take this course

In summary, I had a strong desire to take this course

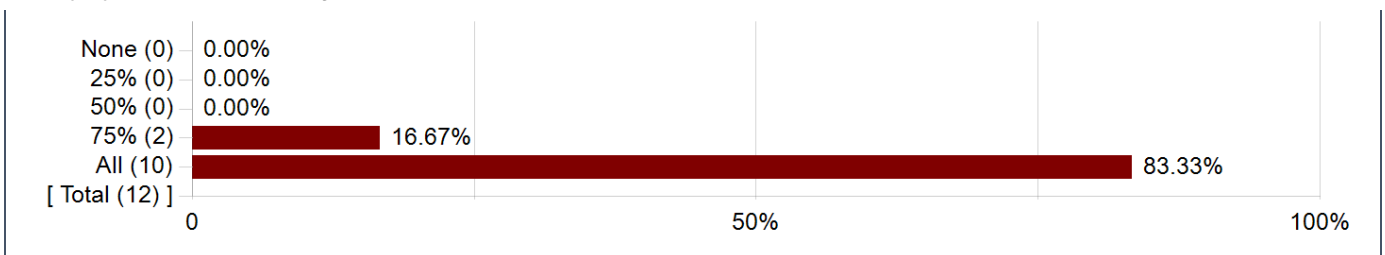


How many hours per week did you spend on this course?



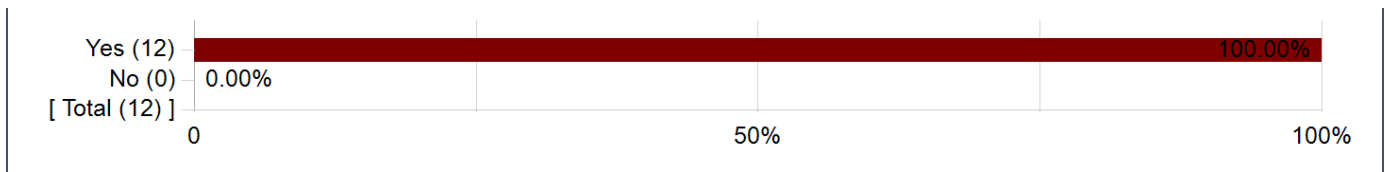
What proportion of classes did you attend?

What proportion of classes did you attend?



Were the time demands of this course reasonable?

Were the time demands of this course reasonable?



The Instructor

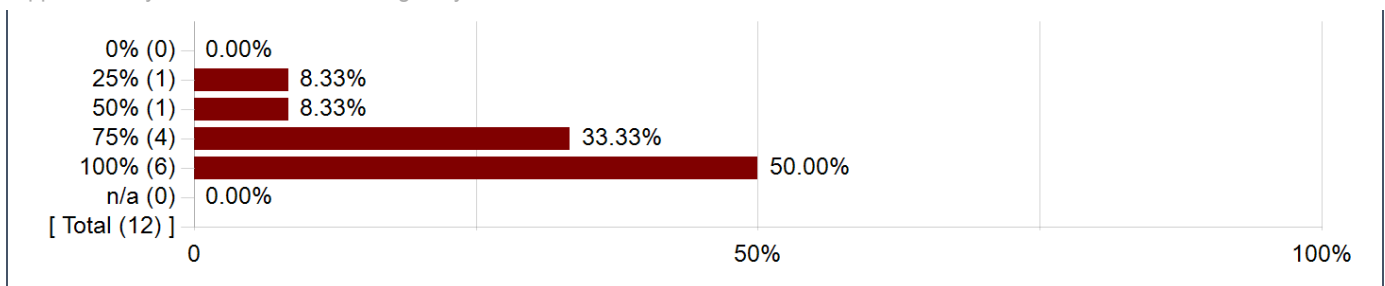
| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|------|--------|-------|-------------------|----------|---------|--------|----------------|
| Organized the course clearly. | 4.75 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 25.00% | 75.00% |
| Presented clear lectures. | 4.67 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 33.33% | 66.67% |
| Held my attention and made this course interesting. | 3.92 | 4.50 | 0.00% | 8.33% | 8.33% | 16.67% | 16.67% | 50.00% |
| Stimulated and facilitated questions and discussions. | 4.25 | 5.00 | 0.00% | 0.00% | 8.33% | 16.67% | 16.67% | 58.33% |
| Responded well to student questions. | 4.50 | 5.00 | 0.00% | 0.00% | 8.33% | 0.00% | 25.00% | 66.67% |
| Was available outside of class. | 4.75 | 5.00 | 0.00% | 0.00% | 0.00% | 0.00% | 25.00% | 75.00% |
| Was helpful during office hours. | 4.82 | 5.00 | 8.33% | 0.00% | 0.00% | 0.00% | 16.67% | 75.00% |
| Motivated independent thinking. | 3.92 | 4.00 | 0.00% | 8.33% | 8.33% | 8.33% | 33.33% | 41.67% |
| Made me want to take another course from him or her. | 3.92 | 4.50 | 0.00% | 0.00% | 25.00% | 8.33% | 16.67% | 50.00% |

The Readings

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------|-------------------|----------|---------|--------|----------------|
| Fulfilled the objective of the course. | 4.58 | 5.00 | 0.00% | 0.00% | 0.00% | 8.33% | 25.00% | 66.67% |
| Were reasonable in number. | 4.42 | 4.50 | 0.00% | 0.00% | 0.00% | 8.33% | 41.67% | 50.00% |
| Were appropriately difficult. | 4.50 | 5.00 | 0.00% | 0.00% | 0.00% | 8.33% | 33.33% | 58.33% |

Approximately how much of the reading did you do?

Approximately how much of the reading did you do?



The Assignments

| | Mean | Median | N/A | Not at all | A little | Some | A lot | A great deal |
|--|------|--------|-------|------------|----------|--------|--------|--------------|
| How helpful were the lectures and discussions in preparing for exams and completing assignments? | 4.33 | 4.50 | 0.00% | 0.00% | 8.33% | 0.00% | 41.67% | 50.00% |
| How appropriately were the requirements of the course proportioned to course goals? | 4.50 | 5.00 | 0.00% | 0.00% | 0.00% | 8.33% | 33.33% | 58.33% |
| How well did the requirements contribute to the goals of the course? | 4.42 | 4.50 | 0.00% | 0.00% | 0.00% | 8.33% | 41.67% | 50.00% |
| How timely and useful was feedback on assignments and exams? | 4.42 | 5.00 | 0.00% | 0.00% | 0.00% | 16.67% | 25.00% | 58.33% |
| How fairly were the assignments graded? | 4.17 | 4.00 | 0.00% | 0.00% | 0.00% | 16.67% | 50.00% | 33.33% |

Overall

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|------|--------|-------|-------------------|----------|---------|--------|----------------|
| This course met my expectations. | 4.33 | 4.50 | 0.00% | 0.00% | 0.00% | 16.67% | 33.33% | 50.00% |
| This course provided me with new insight and knowledge. | 4.50 | 5.00 | 0.00% | 0.00% | 0.00% | 8.33% | 33.33% | 58.33% |
| This course provided me with useful skills. | 4.50 | 5.00 | 0.00% | 0.00% | 0.00% | 16.67% | 16.67% | 66.67% |
| The content of this course was presented at an appropriate level. | 4.55 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 27.27% | 63.64% |
| I put my best effort into this course. | 4.33 | 5.00 | 0.00% | 8.33% | 8.33% | 0.00% | 8.33% | 75.00% |
| The class had a high level of morale/enthusiasm. | 4.17 | 4.50 | 0.00% | 0.00% | 16.67% | 0.00% | 33.33% | 50.00% |

The Teaching Assistant(s)

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------------------------|------|--------|-------|-------------------|----------|---------|--------|----------------|
| Were available outside of class. | 4.50 | 5.00 | 0.00% | 8.33% | 0.00% | 0.00% | 16.67% | 75.00% |
| Were helpful with assignments. | 4.50 | 5.00 | 0.00% | 8.33% | 0.00% | 0.00% | 16.67% | 75.00% |

The Discussion Sessions, Problem Sessions, Writing Tutorials

| | Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|------|--------|-------|-------------------|----------|---------|--------|----------------|
| Were well coordinated with this course and contributed to it. | 4.27 | 5.00 | 8.33% | 8.33% | 0.00% | 8.33% | 16.67% | 58.33% |
| Provided well-designed materials. | 4.18 | 5.00 | 8.33% | 8.33% | 0.00% | 8.33% | 25.00% | 50.00% |

College Course Evaluations

HUMA 12400: Human Being And Citizen-2

Section 02 - Winter 2016

Instructor(s): Willer Malte

Number Enrolled: 20

Number of Responses: 14

Evaluation Comments

What were the instructor's strengths? Weaknesses?

- Professor Willer know what he wants to say and he says it. This is great if you are looking for more of a lecture type class with less inter-class discussion. However, if you want more of a discussion class with students talking amongst themselves more, you won't find it with Professor Willer. He will ask some questions to the class, get answers, occasionally expand on one or two or ask the class to debate it, but most mostly gets the answer he was looking for and then proceeds to talk about that answer.
- He makes the students feel comfortable in presenting their ideas, and always makes the discussion interesting, especially when he makes an analogy to something completely random. His handwriting is sometimes damn near impossible to read.
- Great lecturer and discussion leader in general. Knowledgeable, funny, and enthusiastic - would definitely recommend. Although occasionally he would be rather slow in delivering his analysis. His summaries (basically summing up the themes for each book) are very helpful.
- Professor Willer was great! Very laid back and funny, but also clearly knew his stuff and had lots of relevant insight into our texts.
- Great lecturer, could stand to dominate the discussion a bit less.
- Prof. Willer is really funny and relatable and managed to get the class energized about the readings. He also gave nice lectures that provide a philosophical perspective on the readings. Sometimes the half-lecture half-discussion structure meant that we didn't have intense discussions; but Prof. Willer was always willing to sit down and talk if we interrupted him, which was cool.
- Made sure everyone had a good understanding of the significance of the works we were reading, made an interesting and engaging class. However, the discussion was very teacher-driven (as opposed to student-driven)
- Prof. Willer is awesome. He is super funny and chill but at the same time he has very sharp insight into the weakness of your arguments and he will point that out so that you know you are not doing a very sound job.
- Very organized when presenting some difficult philosophical points. Sometimes the class turned into a lecture instead of a seminar.
- Very clear and engaging with the class
- The instructor was very engaging and made the discussions interesting.
- Excellent instructor. Very organized lectures and facilitated discussions really well. As someone who doesn't enjoy discussing books much, Professor Willer helped engage me more than I thought I would. I really enjoyed how he provided structure to discussions and the insightful questions that were asked. Enthusiastic about teaching

What were the teaching assistant's or writing intern's strengths? Weaknesses?

- Due to Professor Willer's teaching style of talking a lot himself, Joseph didn't really do much in this class. I had him for my last quarter of HBC and he was knowledgeable, but in this class he just didn't have opportunities to talk.
- No idea.
- Joseph presented really clear writing seminars, and was highly available and helpful during office hours. Helped me learn a lot.
- Joseph was always available to help us with our writing and conducted very well-organized writing seminars.
- Joseph was awesome. Big fan.
- Joseph gave some great comments on essays.
- Joseph was great - helpful feedback on papers, writing seminars were helpful
- Joseph is cool as always.
- Joseph was helpful during writing seminar.
- The teaching assistant's advice was very helpful on essays.
- Strengths: Approachable and offered some good insight on writing Weaknesses: Not as enthusiastic about teaching. Could be more directly helpful with writing.

What, if anything, what would you change about this course and why?

- I would have more inter-class discussion amongst the students, and change the way papers are assigned. Paper topics were given out almost as soon as we started reading the books, but they were due at the beginning of class on the Tuesday of the last week of classes on that book. This meant that students often felt as if they had to read the entire book ahead of the class schedule so that they could write their papers while the class itself was supposed to only be between half or two thirds of the way through.

- Probably have students present more of their own ideas, and ask more open ended questions.
- Not much... everything was generally reasonable.
- Nothing! I got a lot out of this course, even though I didn't really like the first quarter of HBC. It was nice to have the small response papers to practice critical responses to the reading and balance the heavily weighted main papers.
- Nothing. Don't read Augustine? But thats a personal taste thing...
- Try to push more of the initiative back onto the students to force us to have more discussion.
- Don't have a "required" lecture on a Friday night and only tell us a week in advance
- More direct writing help in order to feel more improvement in writing. The writing seminars this quarter didn't feel as helpful as first quarter.

Is there any topic in this course that you wished you had had previous background in?

- No.
- Not really, everybody was pretty clueless when it came to having previous knowledge of the topics.
- Perhaps more background knowledge about Christianity (2nd quarter). Although I can't say it impacted my performance in any way whatsoever.
- No
- Nah.
- Maybe a little Christian theology, but it's not essential.
- 13th to 14th Italian history. It helps a lot for reading Inferno.
- Christian ideology
- Nope

Which texts were most useful?

- Confessions, Inferno.
- Those which were not Confessions, so Nicomachean Ethics and Dante's Inferno
- Augustine's Confessions.
- Nicomachean Ethics was kind of a bore to slog through for me, but it helped to categorize the other texts.
- Dante's Inferno.
- Nicomachean Ethics
- Ethics and Confessions.
- Ethics
- Dante's Inferno
- Dante Inferno
- Dante's Inferno, Aristotle's Nicomachean Ethics

Which least?

- None.
- Confessions, would have been better off not having read it at all.
- Dante's Inferno.
- Saint Augustine's Confessions
- Confessions
- Inferno.
- Confessions
- Augustine's Confessions
- Augustine's Confessions

How productive was class discussion?

- Class discussions were pretty weak, with most of them being student answers to the Prof's question until he took over on discussing again.
- Depends, sometimes the discussion would lead to interesting and thought-provoking ideas. On the other hand, the teacher would ask a question that could simply be answered by whoever found a certain passage first, and the discussion would degrade into students basically reciting passages from the book. Overall it turned out to be pretty positive, at least for the sake of finding quotes for essays.
- Generally very productive. Although we wouldn't go chapter by chapter, by the end we would have covered all the important themes of the book.

- We often had very productive class discussion that continued even after class ended. A variety of people contributed, so everyone felt comfortable speaking, and students were nice to each other without being afraid to challenge each other's views.
- Very.
- When class discussion happened, It was moderately productive.
- Generally productive, but mostly guided by Professor Willer as opposed to being driven by student-to-student conversation
- Not really. Until Prof. Willer takes the control.
- Extremely so, helped in clarifying the text
- the discussions were interactive and thoughtful.
- With the professor's directed questions, class discussions were insightful for the most part. Could sometimes feel slow, but Professor Willer usually helped keep the class interesting.

How has this course contributed to your education?

- It did a good job of exposing me to traditional views on how one should live a happy life through being virtuous and the different types of virtue that could be used.
- Made me better at presenting an argument with supporting evidence.
- Definitely helped me learn to think and write more clearly and convincingly.
- I thought critically about what it means to be a Human Being and Citizen (cliche but true.) I understand different ways to categorize morality.
- General background in the classics?
- Got to read some classic books and think about what the authors were thinking.
- It has allowed me to further my skills in argument-crafting and paper writing
- The course helped me to understand the topics of morality and ethics in a better way and gave me good exposure to other topics in philosophy.
- A small introduction to philosophy.

Why did you take this course?

| | |
|-------------------------------|----------|
| Core requirement | 13 / 93% |
| Instructor Reputation | 2 / 14% |
| Faculty member recommended it | 1 / 7% |
| Concentration Requirement | 1 / 7% |
| Meets at a convenient time | 3 / 21% |
| A student recommended it | 0 / 0% |
| Topic interests me | 2 / 14% |
| Concentration elective | 0 / 0% |

In summary, I had a strong desire to take this course

| | |
|-------------------|---------|
| Strongly Agree | 2 / 14% |
| Agree | 6 / 43% |
| Neutral | 2 / 14% |
| Disagree | 3 / 21% |
| Strongly Disagree | 0 / 0% |

How many hours per week did you spend on this course?

| | |
|----------------|-----|
| Low Answer | 3 |
| Average Answer | 6.3 |
| High Answer | 10 |

What proportion of classes did you attend?

| | |
|------|----------|
| All | 12 / 86% |
| 75% | 2 / 14% |
| 50% | 0 / 0% |
| 25% | 0 / 0% |
| None | 0 / 0% |

Were the time demands of this course reasonable?

| | |
|-----|----------|
| Yes | 13 / 93% |
| No | 0 / 0% |

The Instructor

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|------------|-------------------|----------|---------|-------|----------------|
| Organized the course clearly. | 0% | 0% | 0% | 0% | 21% | 79% |
| Presented clear lectures. | 0% | 0% | 0% | 0% | 7% | 93% |
| Held my attention and made this course interesting. | 0% | 0% | 0% | 0% | 14% | 86% |
| Stimulated and facilitated questions and discussions. | 0% | 0% | 7% | 7% | 21% | 64% |
| Responded well to student questions. | 0% | 0% | 0% | 0% | 29% | 71% |
| Was available outside of class. | 43% | 0% | 0% | 0% | 14% | 43% |
| Was helpful during office hours. | 57% | 0% | 0% | 0% | 7% | 36% |
| Motivated independent thinking. | 0% | 0% | 7% | 0% | 29% | 64% |

The Readings

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-----|-------------------|----------|---------|-------|----------------|
| Fulfilled the objective of the course. | 0% | 0% | 0% | 0% | 21% | 79% |
| Were reasonable in number. | 0% | 0% | 0% | 0% | 36% | 64% |
| Were appropriately difficult. | 0% | 0% | 0% | 0% | 29% | 71% |

Approximately how much of the reading did you do?

| | N/A | None | 25% | 50% | 75% | 100% |
|--|------------|-------------|------------|------------|------------|-------------|
| | 0% | 0% | 0% | 0% | 43% | 50% |

The Assignments

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| How helpful were the lectures and discussions in preparing for exams and completing assignments? | 0% | 0% | 0% | 7% | 43% | 50% |
| How appropriately were the requirements of the course proportioned to course goals? | 0% | 0% | 0% | 7% | 36% | 57% |
| How well did the requirements contribute to the goals of the course? | 0% | 0% | 0% | 7% | 29% | 64% |
| How timely and useful was feedback on assignments and exams? | 0% | 0% | 0% | 0% | 36% | 64% |
| How fairly were the assignments graded? | 0% | 0% | 0% | 7% | 43% | 50% |

Overall

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| This course met my expectations. | 0% | 0% | 0% | 0% | 36% | 64% |
| This course provided me with new insight and knowledge. | 0% | 0% | 0% | 14% | 29% | 57% |
| This course provided me with useful skills. | 0% | 0% | 7% | 14% | 29% | 50% |
| The content of this course was presented at an appropriate level. | 0% | 0% | 0% | 7% | 29% | 64% |
| I put my best effort into this course. | 0% | 0% | 0% | 7% | 36% | 57% |
| The class had a high level of morale/enthusiasm. | 0% | 0% | 0% | 14% | 29% | 57% |

The Teaching Assistant(s)

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------------------------|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Were available outside of class. | 7% | 0% | 0% | 0% | 36% | 57% |
| Were helpful with assignments. | 7% | 0% | 0% | 0% | 21% | 57% |

Discussion Sections, Problem Sessions, Writing Tutorials

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Were well coordinated with this course | 0% | 0% | 0% | 7% | 36% | 57% |

and contributed to it.

| | | | | | | |
|-----------------------------------|----|----|----|-----|----|------------|
| Provided well-designed materials. | 0% | 0% | 0% | 21% | 7% | 71% |
|-----------------------------------|----|----|----|-----|----|------------|

College Course Evaluations

HUMA 12400: Human Being And Citizen-2

Section 04 - Winter 2015

Instructor(s): Willer Malte

Number Enrolled: 17

Number of Responses: 13

Evaluation Comments

What were the instructor's strengths? Weaknesses?

- Malte created a comfortable and supportive class environment that made students feel comfortable sharing their opinions and their own individual interpretations of the texts (in other words, there were "no wrong answers"). This made class discussions encouraging and interesting because he allowed people to share how they truly felt about the texts.
- - He clearly is an expert at what he does - He was cheerful and made the class discussions interesting - He listens carefully to students' questions and responds to them in a satisfactory way - He is available outside class and he gives help on assignments (you just have to ask for help)
- He provided a nice perspective on the readings, since he is a philosophy professor. He always came prepared and really facilitated discussion, getting everyone to speak. He was relaxed and funny enough that the class had a relaxed feel while also being serious enough to get through the material. I don't think he really has any weaknesses.
- Malte is great! He is very funny and kept the entire class engaged throughout the quarter, even during some of the more dry topics. He was able to create the perfect mix of lecture and discussion, and encouraged all students to participate. He is clearly brilliant and definitely inspired me to think more critically and carefully about my own thinking. He is also very helpful and approachable outside of class.
- Malte is a great professor. He explains stuff well and is always prepared to answer difficult questions. He presents clear lecture, and is a genuinely nice and friendly professor to talk to. His essay prompts are reasonably ranged, and over all, just a really great instructor! Also he jokes about movies and things we don't quite know, but it is really amusing to listen to those jokes though.
- Professor Willer is brilliant: he knows the texts quite well, and is extremely good both at evaluating the integrity of your arguments and providing you the resources to improve your arguments, along with improving the general quality of your writing. He also does a very good job of connecting with his students and building a positive rapport in and outside the classroom.
- Strength: Professor Willer is very humorous and lead the class well. Weakness: class discussion could be better organized and more productive. Also, some background knowledge about the reading should be offered.
- He's very funny and engaging, also well versed in all the material and concepts. He's sassy as all get out.
- Malte was a fantastic instructor. He would provide background to the works we read and was great at leading discussion. He would also tie in the readings we had done before to current reading. His paper topics were difficult.
- Knew the texts really well, cared about the students, made himself available outside of classes. Fantastic sense of humor, very interesting guy.
- Strengths: Intelligent, makes jokes to keep your attention; weaknesses: N/A

What were the teaching assistant's or writing intern's strengths? Weaknesses?

- Alex was always available and incredibly helpful and understanding
- - Sometimes he let the class discussion go off topic
- Alex didn't respond to all your emails and provided minimal feedback on essays. He was nice and had good writing session though.
- Alex is very kind, but not the most helpful with feedback. Some of his feedback to my essays had typos, grammar errors, etc. I understand that he probably has a lot on his plate, and he genuinely tries to help everyone in the class. That said, the most useful feedback definitely came from Malte.
- Alex is great: swift in giving feedback on essays and is available outside class. But the writing seminars this quarter weren't as useful as them in the last quarter.
- Our Writing intern was very available for his students, and offered quality feedback on our papers; however, the feedback was at times slightly too general, and not focused enough.
- Alex is nice and would read anything you send him, but his feedback usually does not coincide with that of the professor, which means he is not helpful with our paper
- Alex was really sweet and willing to help.
- Alex is amazing. He's always available and has such a great attitude. He carried me through hum
- Similarly available outside of classes. Could have provided better criticism on papers.
- Extremely helpful comments, available to meet at any time, very caring

What, if anything, what would you change about this course and why?

- Nothing
- I would have less reading to do every night so that more people actually read the text instead of summaries.

- Nothing
- Certainly maintaining the way it is would be perfect. But also maybe more interesting texts like Aristotle?
- I would not change anything about this course: I loved everything about it.
- Probably better class discussion and more time for paper since we only have less than two weeks to write each paper
- maybe less absurd essay prompts
- The course is great the way it is.
- N/A
- The grading is really tough compared to other HBC classes

Is there any topic in this course that you wished you had had previous background in?

- I wish I had a more extensive literature background
- The Aeneid for the Inferno, and other works by Aristotle to provide more background and understanding of his points.
- No, but I did think that my previous knowledge in Christian history/tradition came in handy.
- Nope.
- nah it was pretty okay, maybe a slight engagement with religious texts
- nope
- No
- No

Which texts were most useful?

- Dante's Inferno, Aristotle's Nichomachean Ethics
- Dante's Inferno
- Nicomachean Ethics and Inferno
- Confessions
- Aristotle's Nichomachean Ethics. The most interesting book in this course.
- The Nicomachean ethics was by far and away the most useful text we read in the class, as we consistently referred back to it while reading both The Inferno and Augustine's Confessions.
- Inferno
- All of them
- All
- The Inferno

Which least?

- St. Augustine's Confessions
- Nicomachean Ethics
- Confessions
- Inferno
- Confessions by Augustine.
- Dante's Inferno.
- augustine was ridiculous
- None
- None
- Saint Augustine's Confessions; nice writing but ultimately not that provocative of a book

How productive was class discussion?

- Class discussion was very productive because of the comfortable environment Malte created in the classroom
- Very very productive. He designed class discussions in such a way that if a student attends all the lectures, they get to understand all the material.
- Very. We got through the readings at a good pace, but were also able to get really into detail and debate a lot.
- Very productive. The class was pretty enthusiastic about the subjects, and Malte kept the discussion on track. He was not afraid to point out flaws in students' arguments, which I

appreciated.

- Very productive. But sometimes doesn't relate to all essay prompts.
- Class discussion was quite productive: while we occasionally went slightly off topic from the text, professor Willer was very good at reining our focus back onto the text.
- The discussion seems a bit disoriented. Sometimes we just discuss some random topics. I feel the discussion should be more focused on the reading
- Good platform for all general ideas and thoughts, bad for specific or topically driven interests.
- Class discussions were interesting. We would go into deeper levels of analysis, which was pretty nice.
- Decently productive. Sometimes got distracted with tangents.
- Usually very productive

How has this course contributed to your education?

- Through this course I felt like traveling to the classical world and I gained more insight on the values and behaviors that were considered honorable in the classical world.
- It has strengthened my writing and broadened my core knowledge.
- It has encouraged me to think and write more critically and cogently. It has also inspired me to pursue more Philosophy coursework.
- Makes me wanna explore more about truth in general.
- This course has improved my writing immensely, and has given me a foothold for reading and interpreting philosophical works, along with having influenced my own personal philosophy.
- It provides me with a better understanding of some aspects of humanity.
- tons
- It's interesting to see how ideas from the past still have such a profound impact today.
- Learned to write better and still working on my critical thinking.
- The books were overall thought provoking and we were able to get more out of them with the guidance of Professor Willer

Why did you take this course?

| | |
|-------------------------------|----------|
| Core requirement | 11 / 85% |
| Instructor Reputation | 2 / 15% |
| Faculty member recommended it | 0 / 0% |
| Concentration Requirement | 0 / 0% |
| Meets at a convenient time | 0 / 0% |
| A student recommended it | 0 / 0% |
| Topic interests me | 1 / 8% |
| Concentration elective | 0 / 0% |

In summary, I had a strong desire to take this course

| | |
|-------------------|---------|
| Strongly Agree | 4 / 31% |
| Agree | 5 / 39% |
| Neutral | 2 / 15% |
| Disagree | 0 / 0% |
| Strongly Disagree | 0 / 0% |

How many hours per week did you spend on this course?

| | |
|----------------|----|
| Low Answer | 2 |
| Average Answer | 5 |
| High Answer | 10 |

What proportion of classes did you attend?

| | |
|------|----------|
| All | 11 / 85% |
| 75% | 0 / 0% |
| 50% | 0 / 0% |
| 25% | 0 / 0% |
| None | 0 / 0% |

Were the time demands of this course reasonable?

| | |
|-----|----------|
| Yes | 11 / 85% |
| No | 0 / 0% |

The Instructor

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-----|-------------------|----------|---------|-------|----------------|
| Organized the course clearly. | 0% | 0% | 0% | 0% | 23% | 62% |
| Presented clear lectures. | 0% | 0% | 0% | 0% | 15% | 69% |
| Held my attention and made this course interesting. | 0% | 0% | 0% | 0% | 8% | 77% |
| Stimulated and facilitated questions and discussions. | 0% | 0% | 0% | 0% | 0% | 85% |
| Responded well to student questions. | 0% | 0% | 0% | 0% | 0% | 85% |
| Was available outside of class. | 0% | 0% | 0% | 0% | 8% | 77% |
| Was helpful during office hours. | 15% | 0% | 0% | 0% | 15% | 54% |
| Motivated independent thinking. | 0% | 0% | 0% | 0% | 0% | 85% |

The Readings

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-----|-------------------|----------|---------|-------|----------------|
| Fulfilled the objective of the course. | 0% | 0% | 0% | 0% | 15% | 69% |
| Were reasonable in number. | 0% | 0% | 0% | 8% | 8% | 69% |
| Were appropriately difficult. | 0% | 0% | 0% | 0% | 8% | 77% |

Approximately how much of the reading did you do?

| | N/A | None | 25% | 50% | 75% | 100% |
|--|------------|-------------|------------|------------|------------|-------------|
| | 0% | 0% | 0% | 0% | 31% | 46% |

The Assignments

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| How helpful were the lectures and discussions in preparing for exams and completing assignments? | 0% | 0% | 0% | 0% | 39% | 46% |
| How appropriately were the requirements of the course proportioned to course goals? | 0% | 0% | 0% | 0% | 15% | 69% |
| How well did the requirements contribute to the goals of the course? | 0% | 0% | 0% | 0% | 39% | 46% |
| How timely and useful was feedback on assignments and exams? | 0% | 0% | 0% | 0% | 8% | 77% |
| How fairly were the assignments graded? | 0% | 0% | 0% | 0% | 54% | 31% |

Overall

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| This course met my expectations. | 0% | 0% | 0% | 0% | 23% | 62% |
| This course provided me with new insight and knowledge. | 0% | 0% | 0% | 8% | 23% | 54% |
| This course provided me with useful skills. | 0% | 0% | 0% | 0% | 23% | 62% |
| The content of this course was presented at an appropriate level. | 0% | 0% | 0% | 0% | 8% | 77% |
| I put my best effort into this course. | 0% | 0% | 0% | 8% | 31% | 46% |
| The class had a high level of morale/enthusiasm. | 0% | 0% | 0% | 0% | 15% | 69% |

The Teaching Assistant(s)

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------------------------|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Were available outside of class. | 0% | 0% | 8% | 0% | 0% | 77% |
| Were helpful with assignments. | 0% | 0% | 8% | 15% | 8% | 54% |

Discussion Sections, Problem Sessions, Writing Tutorials

| | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Were well coordinated with this course | | | | | | |

| | | | | | | |
|-----------------------------------|----|----|----|-----|------------|------------|
| and contributed to it. | 0% | 0% | 0% | 23% | 31% | 31% |
| Provided well-designed materials. | 0% | 0% | 8% | 15% | 23% | 39% |

HUMA 12400-12 Human Being And Citizen-2

Quarter: Winter 2013

Instructor: Willer Malte

Number of Responses: 14

Number Enrolled: 16

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

He was pretty boring and his lectures were not as engaging as I wanted. He mostly talked and did not really give us much time to express our opinions. It also seemed to be his way or the highway on most things.

Malte Willer. How can I describe Malte Willer? He's very German and has that very odd sense of humor Germans have. Like this one time, he told us a "joke" about a "cow in the storm" and how is that is funny in Germany (a funny WTF moment). Definitely I would say that he is super chill, cool and knowledgeable, and yet has the ability to keep the class in track and centered on important discussions. If you go into class with Malte, you will enjoy yourself, even though what you are discussing might be sort of a dreary topic. He is engaging and most importantly, knows his stuff. He also types all his stuff in LaTeX, which is also a super nice plus because, let's face it, getting assignments typed in LaTeX is awesome and makes your day. He even provides summary sheets about the reading and the discussion, which is nice, and doesn't make you do all that chalk "blog post" bullshit I hear other people do. He is also a big fan of HP Lovecraft and makes references to Cthulhu and stuff sometimes, which is pretty awesome. He does have some weaknesses, however. First, he sometimes gives too much preference when distributing the discussion to the smart kids, and sometimes it gets boring to listen to the same people over, and over, and over. Second, his paper topics are sorta evil. Like actually, they are pretty evil. They are not necessarily straightforward, and are hard to understand. On the plus side, however, he is available outside of class if you shoot him an email or go to office hours, but just know that if you go into his class the topics WILL challenge you.

Professor Willer is excellent at lecturing, but he was also incredibly keen to get conversation going class, and was great at posing thought-provoking questions. I thoroughly enjoyed taking a class from him -- he is clear, funny, bright, witty, snarky (but in a totally endearing way), and just plain awesome. His feedback is thorough, too. I really didn't feel like he had any prominent weaknesses.

Malte provided very clear lectures, and asked questions that facilitated discussion very well. The essays were hard, but he was readily available to help and he and the TA were fair and prompt graders.

great instructor! very funny in a dry humor kind of way, and was good at mediating discussion

Very good professor. Well structured classes and quite enlightening in his insights.

His knowledge of the texts was clear. He always asked the right questions, and always had an answer to whatever question was posed.

Dr. Willer is really good at summarizing the discussions we've had so far, and it is clear that he understands the texts that we are reading. He was pretty good at leading discussions but occasionally would just dismiss a point that was brought up if he didn't think it was applicable (which isn't necessarily bad all the time). He also was not an easy grader.

Gave clear, lucid explanations, and had a dry sense of humour that helped liven things up. I liked the recaps at the start of every lesson - they really helped to clarify the unifying themes of the course, and set an overall direction for the quarter that helped to tie together all the disparate texts, thus

averting what seems to be one of the issues with the HBC sequence. The recaps did run pretty long sometimes, but we usually got the discussion done anyway, so his time management must have been pretty efficient.

Willer is quite good at analytic philosophy and outlining certain argumentative threads from Aristotle and Augustine. However, he tends to repeat these and go over them without adding new insight, at the expense of many passages that go uncommented on.

Willer was great at stimulating discussion and getting people to expand on their points, and challenging them when their claim was far-fetched. He was funny and made class interesting.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

He helps a lot with writing and is a great guy in general.

Justin, I know you have Justin and the Salty Dogs and you guys sounds pretty good, but leaving your country band aside I think there is a LOT of room for improvement with your seminars. Like, they were all AFTER the papers were due - wouldn't it have been better to make us have do drafts BEFORE they were due, and then get some feedback on our drafts? Considering Prof. Willer doesn't do rewrites, then nobody really cares about their old papers and thus there is not much valuable feedback that happens in the writing seminars.

Justin was readily available and helpful in the seminar. We've had him for both quarters of HBC and he's just an overall pretty good writing intern!

Justin provided very useful feedback on papers, and very good information on structuring essays and so on.

Writing tutorials were very insightful and helpful.

He also just knew what he was doing. I can't really say much, cause he only graded one paper so far, and besides the writing tutorials, I don't know what else he had to do. But those things went well, and he did help me with my writing technique overall. Particularly on keeping my papers more organized.

I felt like Justin tried really hard and his feedback was usually helpful, but writing seminars felt pretty unhelpful most of the time.

Gave thoughtful feedback, made himself available outside class, and was patient with students. I think switching to smaller discussion sessions near the end of the quarter was a good idea; he seemed better suited to a smaller group environment.

Justin gave quite accurate feedback on papers, but that doesn't mean that the feedback was very useful in becoming a better writer for the future.

His feedback was very helpful during writing seminar and he was very understanding.

What, if anything, what would you change about this course and why?

The instructor.

I would change the paper topics. They are SO EVIL. Like actually. I went to a writing tutor and she cried because she didn't know how to help me. I will admit she wasn't that competent and seemed a bit off, but still. The topic was "Based on the discussion of happiness and virtue in the first books of the Nicomachean Ethics, explain what Aristotle thinks about the prospects of leading a happy life without human interaction. Do you agree with Aristotle's opinion? Why or why not?" I mean, how are you supposed to destabilize the stasis here and produce a strong paper? Is it supposed to be just plain opinion? So much confusion. I mean Malte, c'mon bud, you can make things a little nicer on us. We're overworked. I will admit though that the Inferno topics were much better.

Not much! I wasn't a fan of "Augustine," but I do see how it was important to the theme of 2nd

quarter HBC.

Nothing

Nothing really.

I'll admit I didn't enjoy this quarter as much as the last, but that's just because of my personal preference for literary narrative over philosophical discourse. So I wasn't that fond of most of the material, but I don't think I'd really want to change any of it.

Useful writing seminars, because ours was dull.

Have the writing seminars before our papers were due.

Is there any topic in this course that you wished you had had previous background in?

Philosophy

I wish I had a previous background in philosophy. Malte is a hardcore philosophy person and thinks like one of them, obviously. Coming from a high school english class and Prof. Redfield's section, which are much more literary in focus, this class was much more challenging.

The Bible, some Dante, maybe some philosophy (for "Nichomachean Ethics")

No

philosophy

No

No.

None.

Which texts were most useful?

Nicomachean Ethics

I LOVED Inferno. Like actually, it's amazing. I'm gonna make a Confession (haha get the pun?): Inferno is the only HUMA book I read cover to cover. Ever. Because it was so awesome.

Nichomachean Ethics, Inferno

I found Inferno to be the most interesting and useful

dante

Nicomachean Ethics

The Nicomachean Ethics.

confessions

I'm not really sure how to define usefulness, so I'll just give in to my bias - the Inferno was by far my favourite, mostly for sheer entertainment value. I started to really enjoy the class discussions then, so it's a pity it was the last text we studied in the quarter. Also, if the instructor's reading this, I'd just like to say that, despite the class's general skepticism on the issue, I agreed fully with him on the presence and significance of the homoeroticism in the text, and I hope he continues staunchly pointing out Dante's latent homosexual yearnings.

Aristotle

Nicomachean Ethics

Which least?

Dante's Inferno

Augustine. EW. It's like 50 Shades of Grey, but the dude is in love with God and keeps giving all this kinky talk about how he loves god so much.

Augustine. Really, just NOT a fan.

didn't enjoy augustine or aristotle, but they were definitely useful given that they were 2/3 of the course material

Confessions.

I wouldn't say Confessions wasn't useful, but I personally couldn't really engage with the ideas in it; honestly, I didn't find it compelling enough to put in as much effort into reading it as I should have.

Dante

Confessions

How productive was class discussion?

We seemed to fight a lot.

Class discussion was good at times, although as I previously mentioned there's always the "that-kids" that hog a lot of the participation. However, compared with Redfield's this was a much more balanced quarter because there was less of an oligopoly in terms of class participation, so that was better.

Very! More so than last quarter, but that's just because the two profs (both excellent in their own ways) had very different teaching styles. More people spoke in class this quarter.

Class discussion was generally very productive, although there were days where it was obvious that fewer people had done the reading than others.

very interesting

Very productive. Good balance between lecture and discussion.

Very. Not so much in preparation for the papers, but I always came away with some new information.

very productive

It tended to go off on tangents pretty frequently, but the instructor would usually cut in and redirect it back on track at some point. Admittedly I sometimes wished he'd do it earlier.

Mildly productive. A couple kids would tend to dominate the conversation, or bring it to places that the others didn't engage with.

Relatively productive

How has this course contributed to your education?

It hasn't.

Professor Willer ended the class nicely by summarizing everything and WHY we were reading the

books we were reading. Turns out, it's all about answering some questions about virtue - why virtue matters, and how we can attain it. It was nice to get these perspectives, and especially to get a better understanding of the Christian tradition which penetrates our culture so deeply. Reading Aristotle was also pretty cool, although I will admit I didn't really read ALL of it with attention because I am not particularly fond of reading philosophy.

It's amazing how much Aristotle and Dante you can apply to your life...

very interesting, and great professor!

I am a better writer, reader and thinker.

It has prompted me to consider how to be a better person in everyday life. It has also introduced new ideas that I has never considered before.

I finally got around to reading some classic thinkers/authors, so inasmuch as there's any value in that... (I do think it's been quite enriching.)

I've had the opportunity to read some foundational texts from highly influential individuals.

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

| | |
|-------------------------------|-----------|
| Core requirement | 11 (100%) |
| Instructor reputation | 1 (9%) |
| Faculty member recommended it | 0 (0%) |
| Concentration requirement | 0 (0%) |
| Meets at a convenient time | 4 (36%) |
| A student recommended it | 0 (0%) |
| Topic interests me | 1 (9%) |
| Concentration elective | 0 (0%) |

In summary, I had a strong desire to take this course. (circle one)

| Strongly Disagree | | | | | Strongly Agree |
|-------------------|---------|---------|----------|----------|----------------|
| 1 | 2 | 3 | 4 | 5 | |
| 1 (9%) | 0 (0%) | 1 (9%) | 5 (45%) | 4 (36%) | |

How many hours per week did you spend on this course?

Low Answer: 2 Average Answer: 5.8181818181818 High Answer: 14

What proportion of classes did you attend?

None: 0 (0%) 25%: 0 (0%) 50%: 0 (0%) 75%: 1 (9%) All: 10 (91%)

Were the time demands of this course reasonable?

Yes: 11 (100%) No: 0 (0%)

THE INSTRUCTOR

| | Strongly Disagree | | | | | Strongly Agree |
|---|-------------------|-----------|------------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Organized the course clearly. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (18%) | 2 (18%) | 7 (64%) |
| Presented clear lectures. | 0 (0%) | 0 (0%) | 2 (18%) | 0 (0%) | 1 (9%) | 8 (73%) |
| Held my attention and made this course interesting. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (18%) | 2 (18%) | 7 (64%) |
| Stimulated and facilitated questions and discussions. | 0 (0%) | 1 (9%) | 0 (0%) | 1 (9%) | 3 (27%) | 6 (55%) |
| Responded well to student questions. | 0 (0%) | 0 (0%) | 1 (9%) | 1 (9%) | 2 (18%) | 7 (64%) |
| Was available outside of class. | 2 (20%) | 0 (0%) | 0 (0%) | 1 (10%) | 2 (20%) | 5 (50%) |
| Was helpful during office hours. | 5 (50%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (10%) | 4 (40%) |
| Motivated independent thinking. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (18%) | 3 (27%) | 6 (55%) |

THE READINGS

| | Strongly Disagree | | | | | Strongly Agree |
|---|-------------------|-------------|------------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Fulfilled the objective of the course. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (36%) | 7 (64%) |
| Were reasonable in number. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (36%) | 7 (64%) |
| Were appropriately difficult. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (9%) | 3 (27%) | 7 (64%) |
| | N/A | None | 25% | 50% | 75% | 100% |
| Approximately how much of the reading did you do? | 0 (0%) | 0 (0%) | 0 (0%) | 2 (18%) | 3 (27%) | 6 (55%) |

THE ASSIGNMENTS

| | Strongly Disagree | | | | | Strongly Agree |
|--|-------------------|------------|------------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| How helpful were the lectures and discussions in preparing for exams and completing assignments? | 1 (10%) | 1 (10%) | 1 (10%) | 3 (30%) | 2 (20%) | 2 (20%) |
| How appropriately were the requirements of the course proportioned to course goals? | 1 (9%) | 0 (0%) | 0 (0%) | 3 (27%) | 1 (9%) | 6 (55%) |
| How well did the requirements contribute to the goals of the course? | 1 (9%) | 0 (0%) | 1 (9%) | 2 (18%) | 2 (18%) | 5 (45%) |
| How timely and useful was feedback on assignments and exams? | 0 (0%) | 0 (0%) | 2 (18%) | 2 (18%) | 2 (18%) | 5 (45%) |

| | | | | | | |
|---|-----------|-----------|-----------|------------|------------|------------|
| How fairly were the assignments graded? | 0 (0%) | 0 (0%) | 1 (9%) | 2 (18%) | 4 (36%) | 4 (36%) |
|---|-----------|-----------|-----------|------------|------------|------------|

| OVERALL | Strongly Disagree | | | | | Strongly Agree |
|---|-------------------|-----------|------------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| This course met my expectations. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (18%) | 3 (27%) | 6 (55%) |
| This course provided me with new insight and knowledge. | 0 (0%) | 0 (0%) | 1 (9%) | 0 (0%) | 3 (27%) | 7 (64%) |
| This course provided me with useful skills. | 0 (0%) | 0 (0%) | 2 (18%) | 2 (18%) | 1 (9%) | 6 (55%) |
| The content of this course was presented at an appropriate level. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (9%) | 3 (27%) | 7 (64%) |
| I put my best effort into this course. | 0 (0%) | 0 (0%) | 1 (9%) | 2 (18%) | 5 (45%) | 3 (27%) |
| The class had a high level of morale/enthusiasm. | 0 (0%) | 0 (0%) | 1 (11%) | 3 (33%) | 2 (22%) | 3 (33%) |

| THE TEACHING ASSISTANT(S) | Strongly Disagree | | | | | Strongly Agree |
|----------------------------------|-------------------|-----------|-----------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Were available outside of class. | 3 (30%) | 0 (0%) | 0 (0%) | 1 (10%) | 2 (20%) | 4 (40%) |
| Were helpful with assignments. | 3 (27%) | 0 (0%) | 0 (0%) | 2 (18%) | 2 (18%) | 4 (36%) |

| DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS | Strongly Disagree | | | | | Strongly Agree |
|---|-------------------|-----------|------------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Were well coordinated with this course and contributed to it. | 1 (9%) | 1 (9%) | 2 (18%) | 2 (18%) | 2 (18%) | 3 (27%) |
| Provided well-designed materials. | 2 (18%) | 0 (0%) | 1 (9%) | 3 (27%) | 2 (18%) | 3 (27%) |

View another Evaluation:

-

Example: ARTH-10100

Division: HUMANITIES

Department: HUMA

HUMA 12300-11 Human Being And Citizen-1

Quarter: Autumn 2011

Instructor: Willer Malte

Number of Responses: 18

Number Enrolled: 19

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

Strengths: guided and encouraged class discussion well, brought an interesting perspective to readings, entertaining Weaknesses: sometimes got off topic

really funny and cool teacher. laid back but gets stuff done.

Very intelligent, but I often felt that the discussions lacked direction or focus.

Dr. Willer always kept the conversation going in class and always keep the mood relaxed. He also made us laugh a lot but sometimes it was at the expense of the conversation not going deeper. Also, he seemed open to almost all ideas but it would be nice if he directly responded more to our ideas.

Strengths: interesting, dynamic, challenging, appropriately humorous, brought a deep knowledge of his field (philosophy) to the discussions. Overall, an excellent instructor. Weaknesses: Towards the beginning of the course it was sometimes difficult to understand the "point" of the discussion. But after the mid-course review when he started using the blackboard more to frame the discussions this improved dramatically.

Strengths: Malte helped us draw our own conclusions and made discussion interesting.
Weaknesses: Earlier on the discussion was a little disorganized, but really improved towards the end of the quarter.

The instructor was really good at getting the class to talk. His major weakness was getting to the point, or giving us important insight into theme. He did a fabulous job of tying the entire course together at the end, but it would have been good if he had done this everyday. I like him as a person and he's a fair/easy grader. He's very enthusiastic about the subject. He did a good job of talking about previous readings and comparing them to the new ones. Overall: enjoyable class, it just felt pointless at times.

Malte gave excellent feedback on papers. He made many jokes to keep the class' attention, but sometimes this had the effect of trivializing a student's contribution

Strength: Good at leading class discussion from one student's to another's or just clarifying what one student said to make it more relevant to class Weakness: Questions weren't always clear so discussion sometimes went off-topic

Friendly, but failed to control the discussion at times

In the beginning Malte was super unorganized, and we felt that our discussions would go in circles and that we never discussed the readings assigned to us. But as soon as we handed in the mid-quarter evaluation, he greatly improved. He kept on referring back to overarching themes and we felt (most of the times!) that the discussions were going somewhere. His humor really helped too. His German jokes especially.

Very enthusiastic and clear, very good at directing discussions.

discussion topics

Malte is a great guy. He is very smart and charismatic. Kept the class on track and wove the theme of HBC into the discussions. I really liked how he brought philosophy and logic into the discussions.

At first his discussions seemed poorly planned, as I was not quite sure where he wanted the class to go. However, halfway through the quarter the structure changed and he outlined the intended topics we were supposed to touch upon and the discussions were much easier to understand.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

Strengths: readily available outside of class, offered guidance and helpful insights to papers, approachable Weaknesses: writing tutorials were too long...not sure if that's his fault

Jay was great one on one, but sometimes less useful in a group. Really challenged me to improve my writing skills and up my arguments. Great intern.

He was really nice and helpful during our writing seminar but was out for the last two weeks of the quarter (when I wanted to meet with him). It may have been a personal issue but I'm not sure.

Jay was very helpful when asked specific questions. I wish he had been more active during the writing seminars - sometimes he would just have us peer-review each other's papers for the entire length of the seminar, which was a very useful exercise, but I feel like some more general instruction on the writing would have been helpful.

Strengths: Very good at helping us move forward in our essays' arguments. Helpful outside of class. Willing to meet. Weaknesses: Seemed bothered if we showed up to his tutoring hours in Harper, which was discouraging.

Writing assistant (Jay Munsch) was FABULOUS one on one and great at helping you with your specific essays. He wasn't as good with general writing improvement. He tutors at the Harper writing thing and I'd definitely recommend talking to him.

Fantastic writing sessions, very organized and clear

He was really cool and super nice, but he never taught us how to argue, how to structure our essays. All we did was peer edit, which was helpful to a certain extent, but every time I have to write an essay I don't feel like I've developed a standard procedure to tackling the question, coming up with a thesis, and structuring it.

Somewhat hard to reach, but gave very good feedback.

it seemed the layers he wanted me to add to my paper went too far. malte criticized the extra part my teaching assistant wanted me to add. i decided not to meet with him on my last essay, and i received my best grade, it was a personal problem though, jay's a good guy

Jay was VERY helpful and understanding. He was hugely helpful on my papers. Quiet in class but great in writing seminar.

He provided really helpful feedback that was specific for my essay.

What, if anything, what would you change about this course and why?

I think the two reading responses are too open ended.

Uhm... a different instructor, but I'm not really sure how. I just know this didn't really pique my interest.

Fewer people in the class. ~10-15 instead of 19 because sometimes it was difficult to get in the conversation

Professor Willer was very interested in getting the class to be very precise in its arguments during

discussion - which was a good thing - but at times it felt like this needed to be set up better (defining/having us define terms, defining the scope of the discussion, etc.) so that people were speaking the same language. At times it felt like there was a lot of nitty-gritty argument over things that hadn't really been well-defined in the first place, resulting in people talking past each other and not really understanding the structure of the discussion. This got much better as the course went on.

The Iliad readings were a little long. Maybe we could have spent a little more time on it.

While the instructor addressed the goal of the class a lot, I don't feel like he told us the "right" answers very often. One day he did and it was remarkable. I love learning as a class, but I wish we could have gotten more of his thoughts on the text. It felt pointless to discuss works and not summarize what we'd discussed or get anywhere. Basically, I wish I had learned something more concrete from this class, other than the one clear message we got on the last day and a few interesting points about each of the texts.

I would decrease the amount of lecturing and increase the amount of discussion

-

Not much.

no

I liked the readings, but at times I felt like I was missing out on reading more classic philosophical texts- ie PhilPer read Plato like we did but also read Aristotle when we read the Iliad and Genesis.

Nothing

Is there any topic in this course that you wished you had had previous background in?

No, I'm glad I took a high school philosophy class though.

No

No.

No

No

More background in Socrates and Plato

read the books before

Not particularly; the texts were all very easily approachable.

no

Greek gods

No

Which texts were most useful?

Genesis, Apology

Plato

All of them.

All of them.

They were all useful. I hate the Iliad because of the violence, but the discussions about society and how it can bestow glory upon you was great.

All

Genesis, Five Dialogues

The Iliad

I enjoyed reading the Iliad the most, although in the end the Dialogues and the Symposium were most useful.

all

plato

Iliad, Apology & Crito, Genesis

Which least?

The Iliad

Iliad

n/a

None

Symposium

Symposium

All were fairly useful.

none

genesis

Symposium

How productive was class discussion?

Varied. Overall productive and stimulating, often argumentative and unhelpful though

Quite

Quite productive - more and more so as the course progressed.

Sometimes very productive, other times not as much so, but always enjoyable.

We talked a lot. A whole lot. And we threw out a lot of ideas. But we usually struggled to come to any conclusion.

Fairly productive, although some people contributed more than others

Class discussion was interesting, and it often led to some kind of new understanding of the text with his help.

90% of the time. Sometimes we'd dwell on a point for too long

very.

very productive

Productive for the most part. Sometimes I felt like students would take it in too many directions, or not let the conversation flow naturally when it wanted to move away from the text and into ideas- these students need to forget their regimented discussion behavior from their high school english classes.

The discussions usually provided new insights into the texts which I had not previously considered and so were very productive.

How has this course contributed to your education?

I've read and can interpret important texts

Improved my writing skills -- the writing seminars and papers were the most useful part. The discussions were ok.

Definitely made me a much better thinker and writer.

Great introduction to precise academic reasoning and writing.

Honestly, my writing didn't improve and I didn't learn anything in particular about what makes an excellent human being. I learned a little about looking for a philosophical big picture instead of doing a close reading and passage analysis. It was fun though.

I've gained a familiarity with some of the most important texts in the Western canon

It has helped me learn to pick out certain themes in texts and evaluate/expand on them I've also learned to see the different ways in which I could interpret a text

Has considerably improved my writing skills.

a great deal, i have grasped ideas i couldnt before taking this class

provides a good foundation!!

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

| | |
|-------------------------------|-----------|
| Core requirement | 16 (100%) |
| Instructor reputation | 7 (44%) |
| Faculty member recommended it | 0 (0%) |
| Concentration requirement | 0 (0%) |
| Meets at a convenient time | 3 (19%) |
| A student recommended it | 1 (6%) |
| Topic interests me | 8 (50%) |
| Concentration elective | 0 (0%) |

In summary, I had a strong desire to take this course. (circle one)

Strongly

Strongly

THE ASSIGNMENTS

| | | Strongly Disagree | | | | Strongly Agree |
|--|-------------|-------------------|------------|-------------|--------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| How helpful were the lectures and discussions in preparing for exams and completing assignments? | 2 (12%) | 0 (0%) | 1 (6%) | 3 (18%) | 10 (59%) | 1 (6%) |
| How appropriately were the requirements of the course proportioned to course goals? | 0 (0%) | 0 (0%) | 0 (0%) | 3 (18%) | 9 (53%) | 5 (29%) |
| How well did the requirements contribute to the goals of the course? | 0 (0%) | 0 (0%) | 0 (0%) | 1 (6%) | 9 (53%) | 7 (41%) |
| How timely and useful was feedback on assignments and exams? | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (24%) | 13 (76%) |
| How fairly were the assignments graded? | 1 (6%) | 0 (0%) | 0 (0%) | 1 (6%) | 6 (35%) | 9 (53%) |

OVERALL

| | | Strongly Disagree | | | | Strongly Agree |
|---|------------|-------------------|------------|-------------|-------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| This course met my expectations. | 0 (0%) | 0 (0%) | 1 (6%) | 5 (29%) | 4 (24%) | 7 (41%) |
| This course provided me with new insight and knowledge. | 0 (0%) | 0 (0%) | 1 (6%) | 1 (6%) | 5 (29%) | 10 (59%) |
| This course provided me with useful skills. | 0 (0%) | 1 (6%) | 0 (0%) | 3 (18%) | 5 (29%) | 8 (47%) |
| The content of this course was presented at an appropriate level. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (6%) | 5 (31%) | 10 (63%) |
| I put my best effort into this course. | 0 (0%) | 0 (0%) | 1 (6%) | 2 (12%) | 6 (35%) | 8 (47%) |
| The class had a high level of morale/enthusiasm. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (12%) | 9 (53%) | 6 (35%) |

THE TEACHING ASSISTANT(S)

| | | Strongly Disagree | | | | Strongly Agree |
|----------------------------------|------------|-------------------|------------|-------------|-------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Were available outside of class. | 0 (0%) | 0 (0%) | 1 (6%) | 1 (6%) | 5 (29%) | 10 (59%) |
| Were helpful with assignments. | 0 (0%) | 1 (6%) | 1 (6%) | 3 (18%) | 4 (24%) | 8 (47%) |

DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS

| | | Strongly Disagree | | | | Strongly Agree |
|--|-----|-------------------|---|---|---|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---|-----------|-----------|------------|------------|------------|------------|
| Were well coordinated with this course and contributed to it. | 0 (0%) | 1 (6%) | 1 (6%) | 3 (18%) | 5 (29%) | 7 (41%) |
| Provided well-designed materials. | 0 (0%) | 1 (6%) | 2 (12%) | 5 (29%) | 5 (29%) | 4 (24%) |

View another Evaluation:

• Browse by department
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Example: ARTH-10100

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Division: HUMANITIES

Department: HUMA

HUMA 12400-01 Human Being And Citizen-2

Quarter: Winter 2011

Instructor: Willer Malte

Number of Responses: 14

Number Enrolled: 14

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

He was able to make us be awake and interested even at 9am. He made the discussions fun and interesting.

He is a very good teacher: my favorite this quarter.

Very good at keeping the class entertained and focused, even when reading dry texts. Good use of the board and at leading and encouraging discussions. No true weaknesses.

He`s a fantastic lecturer who holds student interest, poses provocative and interesting questions, and made texts that could have been boring into fascinating objects of discussion.

Malte was great at lecturing and stimulating class discussion. When concepts got difficult in discussion of Aristotle and Augustine, he would turn the attention to himself. When he did so, he used his extensive background in philosophy to explain concepts in great depth and more importantly, in great clarity. He also had a good sense of humor.

Professor Willer is a great professor with a great attitude. He was very good at getting everyone to participate. He was great at steering the conversation in appropriate directions. Also he was very helpful in office hours. He was able to guide me to answer some of my own questions. This man has no weakness.

He is engaging and enthusiastic. He encourages a rather unique, but highly effective type of class discussion. No weaknesses

Strengths- ability to hold my attention even for a 9 am class. He led discussions well and presented clear lectures.

Very engaging and funny. Kept the class interested with humor and wit. Paced discussion well so that ideas were rarely over or under analyzed.

Strengths: clear during class when explaining, especially during difficult moments in the text. Occasionally would get a little long winded in lectures though, but generally they were fine.

Malte was a good lecturer and facilitator of discussion. I would take another class from him again

He was funny and engaging. He was great at stimulating class discussions. He was especially great for Aristotle and Augustine, especially given his background in philosophy. However, I wish that he had had a better understanding of Dante`s Inferno. For example, he kept trying to try to explain how the epic poem was comedic when it really wasn`t... it wasn`t until I was writing my essay and did a little background research that I realized that Dante`s works are called comedies

because the medieval definition is used. Comedies in that sense were fictional works that had a happy ending.

He kept us enthused. But, he gets distracted a bit easily. Too much to make a joke I think.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

He tries really hard and is a really good TA.

Organized, knowledgeable, and approachable. No major weaknesses

Jay was great, just as he was last quarter. He was flexible enough to meet with me one-on-one for each paper and his comments definitely were encouraging and helpful.

The TA was great. He was always available (including weekends). He always has lots of helpful advice

The rhetorical grammar session was excellent!

Very clear and helpful. Always willing to spend time one on one with papers. Lead enjoyable writing seminars.

Strengths: Always willing to meet and help with papers. Could not have been more helpful whether it was meeting outside of class, via email, or writing seminars.

He could've been a TA in any writing class. He really boiled it down to technique. Honestly, he could've run his own class about what he taught in the writing tutorials, I feel.

What, if anything, what would you change about this course and why?

The discussion leaders because Willer took over the discussion anyone so they were pointless.

Nothing - I really enjoyed the course.

N/a

nothing

Not be at 9am

Nothing

Move the date of the final paper back allowing more time for preparation.

I didn't particularly enjoy the readings but that is something that is predetermined for all HBC sections.

I wish that we had read more texts this quarter.

Is there any topic in this course that you wished you had had previous background in?

nope

no

No

N/a

Yes i wish a had read the Aeneid before reading the Inferno.

No

Augustine

Some more bible and ancient greek and roman mythology would have been useful

No

Early and medieval Christianity

No. It's easy to get caught up to speed.

Which texts were most useful?

all of them

The Inferno

All of them, but I particularly enjoyed Dante

Nicomachean Ethics, Confessions

I enjoyed all the texts the quarter. Nicomachean Ethics was the most useful.

All the books were great

Inferno

I liked the confessions the best.

The three books we read.

All

Aristotle, Augustine, Inferno

They all play their parts.

Which least?

none

Confessions

None

Inferno

they were all useful

None

None

They all play their parts.

How productive was class discussion?

it was productive

very productive

Very

Extremely - we pursued interesting avenues of discussion and often came to satisfying conclusions

Malte kept the discussions lively and interesting on a pretty regular basis.

Class discussion was a lot more productive than last quarter. This was due to the professor's ability to get the students to participate.

Very,

Fairly productive, Malte asked though provoking questions that prompted much feedback and discussion. We would always reach a conclusion to a question by the end of class

Very

Generally very productive. We analyzed text well and I thought discussions were spot on.

The class discussion was always pretty productive.

very.

Very.

How has this course contributed to your education?

giving me a new view on writing

Improved my analytical skills in regards to philosophical texts

I now have a great interest in philosophy and am perhaps considering it as a possible major/minor

This course has helped my critical thinking skills as well as my writing skills.

Better at writing and I enjoy books now

It has improved my writing and reading skills. I have gained knowledge on how to attack more difficult texts.

Greatly

It's immensely helped my writing ability. It also has broadened my interests in academics.

It helped with my reading and writing skills.

Idk.

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

| | |
|-------------------------------|-----------|
| Core requirement | 14 (100%) |
| Instructor reputation | 0 (0%) |
| Faculty member recommended it | 0 (0%) |
| Concentration requirement | 1 (7%) |
| Meets at a convenient time | 4 (29%) |
| A student recommended it | 1 (7%) |
| Topic interests me | 4 (29%) |
| Concentration elective | 0 (0%) |

In summary, I had a strong desire to take this course. (circle one)

| Strongly Disagree | | | | | Strongly Agree |
|-------------------|--------|---------|---------|---------|----------------|
| 1 | 2 | 3 | 4 | 5 | |
| 0 (0%) | 0 (0%) | 2 (15%) | 6 (46%) | 5 (38%) | |

How many hours per week did you spend on this course?

Low Answer: 4 Average Answer: 6.35714285714 High Answer: 15

What proportion of classes did you attend?

None: 0 (0%) 25%: 0 (0%) 50%: 0 (0%) 75%: 2 (14%) All: 12 (86%)

Were the time demands of this course reasonable?

Yes: 14 (100%) No: 0 (0%)

THE INSTRUCTOR

| | N/A | Strongly Disagree | 1 | 2 | 3 | 4 | Strongly Agree | 5 |
|-------------------------------|--------|-------------------|--------|--------|--------|---------|----------------|---|
| Organized the course clearly. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (15%) | 11 (85%) | |

| | | | | | | |
|---|------------|-----------|-----------|-----------|------------|-------------|
| Presented clear lectures. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 1 (8%) | 11 (85%) |
| Held my attention and made this course interesting. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 0 (0%) | 12 (92%) |
| Stimulated and facilitated questions and discussions. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 12 (92%) |
| Responded well to student questions. | 1 (8%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 11 (85%) |
| Was available outside of class. | 6 (46%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (23%) | 4 (31%) |
| Was helpful during office hours. | 9 (69%) | 0 (0%) | 0 (0%) | 1 (8%) | 0 (0%) | 3 (23%) |
| Motivated independent thinking. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (31%) | 9 (69%) |

THE READINGS

| | Strongly Disagree | | | | | Strongly Agree |
|---|-------------------|-----------|-----------|-----------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Fulfilled the objective of the course. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (31%) | 9 (69%) |
| Were reasonable in number. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 13 (100%) |
| Were appropriately difficult. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 12 (92%) |
| | N/A | None | 25% | 50% | 75% | 100% |
| Approximately how much of the reading did you do? | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 5 (38%) | 8 (62%) |

THE ASSIGNMENTS

| | Strongly Disagree | | | | | Strongly Agree |
|--|-------------------|-----------|-----------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| How helpful were the lectures and discussions in preparing for exams and completing assignments? | 1 (8%) | 0 (0%) | 0 (0%) | 2 (17%) | 3 (25%) | 6 (50%) |
| How appropriately were the requirements of the course proportioned to course goals? | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 5 (42%) | 6 (50%) |
| How well did the requirements contribute to the goals of the course? | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 5 (42%) | 6 (50%) |

| | | | | | | |
|--|-----------|-----------|-----------|------------|------------|------------|
| How timely and useful was feedback on assignments and exams? | 0 (0%) | 0 (0%) | 0 (0%) | 2 (17%) | 3 (25%) | 7 (58%) |
| How fairly were the assignments graded? | 0 (0%) | 0 (0%) | 0 (0%) | 2 (17%) | 3 (25%) | 7 (58%) |

OVERALL

| | Strongly Disagree | | | | | Strongly Agree |
|---|-------------------|-----------|-----------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| This course met my expectations. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (23%) | 10 (77%) |
| This course provided me with new insight and knowledge. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (23%) | 10 (77%) |
| This course provided me with useful skills. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 5 (38%) | 7 (54%) |
| The content of this course was presented at an appropriate level. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (23%) | 10 (77%) |
| I put my best effort into this course. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (15%) | 4 (31%) | 7 (54%) |
| The class had a high level of morale/enthusiasm. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 5 (38%) | 7 (54%) |

THE TEACHING ASSISTANT(S)

| | Strongly Disagree | | | | | Strongly Agree |
|----------------------------------|-------------------|-----------|-----------|-----------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Were available outside of class. | 2 (15%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 10 (77%) |
| Were helpful with assignments. | 1 (8%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (23%) | 9 (69%) |

DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS

| | Strongly Disagree | | | | | Strongly Agree |
|---|-------------------|-----------|-----------|------------|------------|----------------|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| Were well coordinated with this course and contributed to it. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (15%) | 5 (38%) | 6 (46%) |
| Provided well-designed materials. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (8%) | 5 (38%) | 7 (54%) |

View another Evaluation:
