



RDIN 24001 1, SOSC 24001 1, ANTH 24001 1, CRES  
24001 1, HIST 18301 1 - Colonizations I: Colonialism,  
Enslavement and Resistance in the Atlantic World -  
Instructor(s): Keegan Boyar

Project Title: **College Course Feedback - Winter 2024**

Number Enrolled: **19**

Number of Responses: **10**

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### Report Comments

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

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Creation Date: **Thursday, March 28, 2024**

## 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 critically read texts and different perspectives of colonial history. We were able to discuss not only historical events but also the ways in which they are portrayed and how to look past dominant narratives.
How to interpret resources based on when they were written, for whom, and using which colonial mindset. Critically assessing the validity of resources and putting them in conversation with each other to form a more holistic understanding of the Atlantic world in both the larger economic and social domains and the smaller intimate domains as well.
How to read primary sources. The importance of reading sources against the grain. How to write a book/movie review. Learned a great deal about colonialism and its lasting impacts.
The ability to put sources in conversation with each other – brings life to the sources and the differences / similarities are illuminating
In this course, one of the most significant learnings for me was an enhanced understanding of the history of colonialism and its enduring impacts, approached through a comparative transnational framework. This exploration allowed me to grasp the complex legacies of colonialism across different regions and cultures, illuminating how these historical processes continue to shape contemporary global relations, politics, and identities.
How to analyze historical text sources and think like a historian
Colonization in Latin America
I learned about the history of colonialism in the Americas.
The dynamics of colonization. I assumed that I had basic knowledge about colonization and slavery since I took AP USH and AP World History, but it turned out I was still often surprised by what I learned in the class. The most shocking fact I learned was that racism formed <i>after</i> slavery. There are so many similar things to surprise you in the class that it really pushes you to think critically and not assume anything without evidence.

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

Comments
The contextual lectures are super helpful as well as the discussions
Readings were long but offered a variety of perspectives on colonial history. Same can be said with contextual presentations by professor Boyar at the beginnings of class.
The discussions were incredibly interesting and beneficial to my learning. Professor Boyar was always very prepared to facilitate discussions.
the seminar discussion style worked well. The student presentations could be over long (as mine was) but mostly a good way to introduce the topics of the day. The background lecture that the teacher sometimes gave was also good
Discussions contributed greatly to my learning, as they allowed me to appreciate the diverse viewpoints held by my classmates. This exchange of ideas not only enriched my understanding of the course material but also broadened my perspective, enabling me to consider concepts from multiple angles and deepen my analytical thinking. Engaging in these conversations was a valuable aspect of the course, fostering a dynamic and collaborative learning environment that encouraged curiosity and open-mindedness.
lectures and discussions were super interesting and engaging, office hours were very helpful
The contextual and student presentations are helpful in generating discussion questions
The readings and in-class discussions contributed to my learning.
Professor does some presentation <i>himself</i> for an averaged 15 or 20 minutes in class, which makes the course informative and lively as compared to some other courses where the whole class consists of student discussion. Professor also requires each student to present once on the reading materials during the quarter and write and share summary for what they present that day. While this at first appeared slightly repetitive as the audience have read the same materials as well, it turned out to be invaluable during the midterm and final essay periods: we can consult the summary writeup shared by other people in case we forget the source of some concept! This really helped.

## Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.50	4.50	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.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%
I understood the standards for success on assignments.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%
Class time enhanced my ability to succeed in graded assignments.	4.70	5.00	0.00%	0.00%	10.00%	10.00%	80.00%
I received feedback on my performance that helped me improve my subsequent work.	4.70	5.00	0.00%	0.00%	10.00%	10.00%	80.00%
My work was evaluated fairly.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%
I felt respected in this class.	4.80	5.00	0.00%	0.00%	0.00%	20.00%	80.00%
Overall, this was an excellent course.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%

## Additional comments about the course:

Comments
I really enjoyed this class, and I think it was a great start to learning about colonialist history and how that history has shaped our modern systems and discourse.
Professor Boyar was an absolutely stellar professor for this course. His contextual lectures at the start of class, and the way in which he would facilitate discussions truly took the class to another level. I would strongly recommend this class to all my peers.
Great course!!!

## I would recommend this course 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
The contextual lectures were great. Professor Boyar also asked great questions and encouraged everyone to talk.
Contextual presentations at the beginning of class.
Contextual presentations. Discussions.
his background presentations (historical background that is) were very good in rooting the discussion in bigger pictures. He had good control over the discussion, letting everyone speak and extracting valuable insights from everyone's points (occasionally pushing back if a certain point wasn't supported by the sources)
The dicussions
Great at leading discussions and making us think, lectures were very illuminating and clear
The presentations and questions that lead to good discussions
I thought the office hours were helpful in organizing my thoughts for the essays or going over materials for the course. Overall, Professor Boyar was very responsive to questions and well-prepared for class.
Keeping the workload reasonable, making the classroom lively and listening to students' feedback.

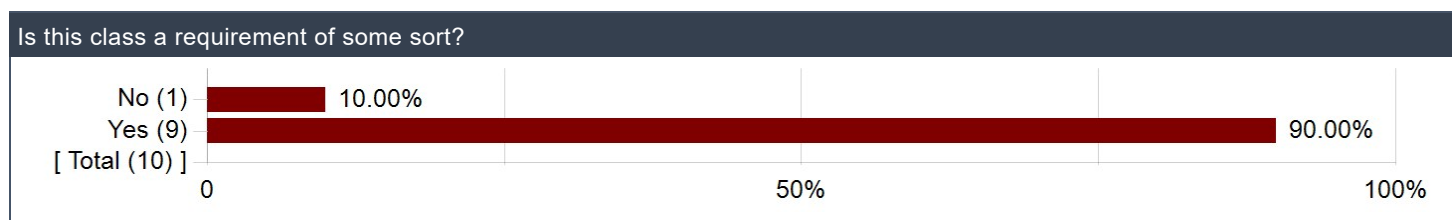
## What could the instructor modify to help you learn more?

Comments
Nothing
Making discussion flow more smoothly. I think the number of readings made people unmotivated to go through and read everything, which was apparent when certain specific discussion questions were posed in class. Having shorter and more focused readings could go a long way in facilitating class discussion.
NA
I would recommend making the PowerPoint presentations and summaries available online. Often, I found myself wanting to reflect back on the background information and wishing I had access to these resources for review.
Not much really!
focus more on primary source
I wouldn't really change the structure of the course, but I wish there were more opportunities to get participation points outside of class.
Some students presented alone while others formed groups of 2, giving a large disadvantage to the lone presenters. This can be addressed by requiring all students to present in groups.

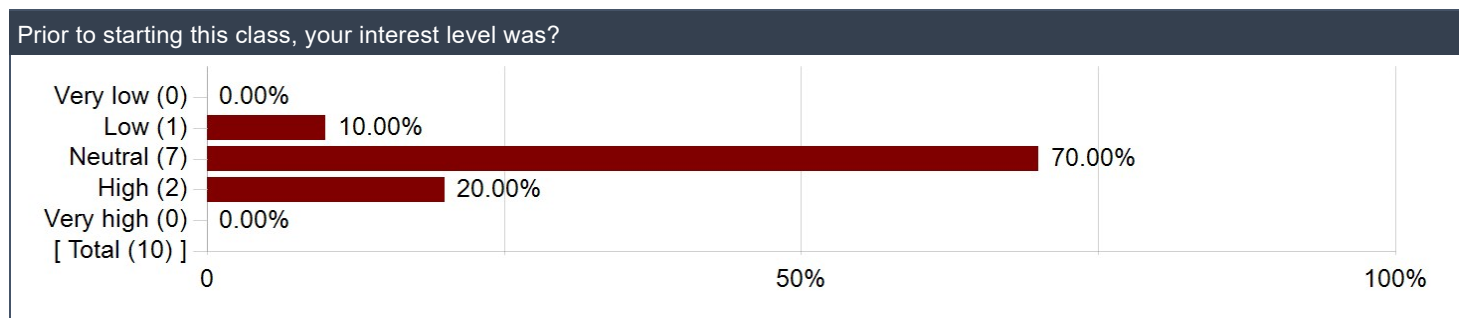
## The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.90	5.00	0.00%	0.00%	0.00%	10.00%	90.00%	0.00%
Presented lectures that enhanced your understanding.	4.80	5.00	0.00%	0.00%	0.00%	20.00%	80.00%	0.00%
Facilitated discussions that were engaging and useful.	4.40	5.00	0.00%	10.00%	0.00%	30.00%	60.00%	0.00%
Stimulated your interest in the core ideas of the course.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Challenged you to learn.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Helped you gain significant learning from the course content.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Was available and helpful outside of class.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Motivated you to think independently.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.80	5.00	0.00%	0.00%	0.00%	20.00%	80.00%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%

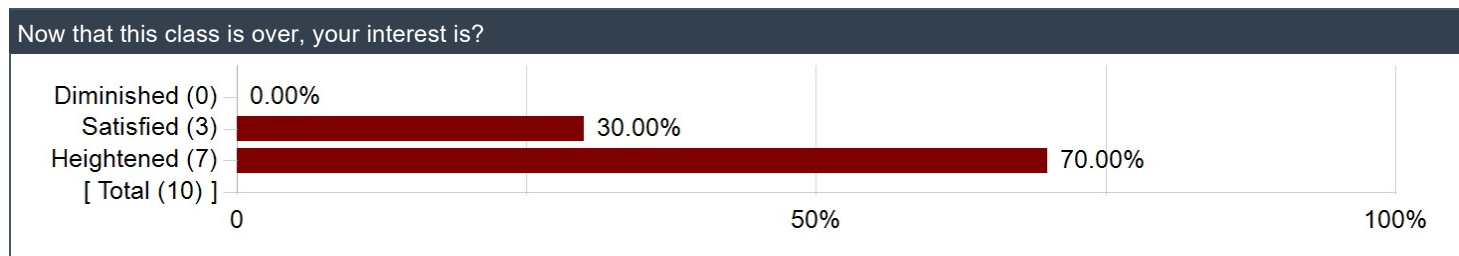
## Is this class a requirement of some sort?



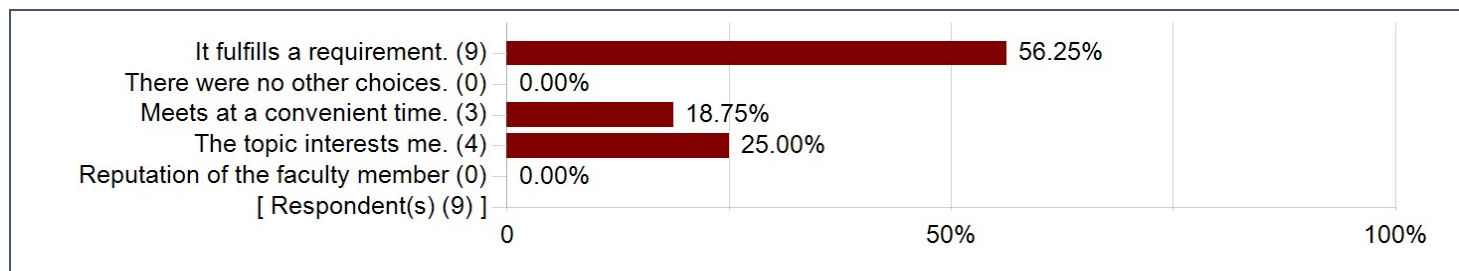
### Prior to starting this class, your interest level was?



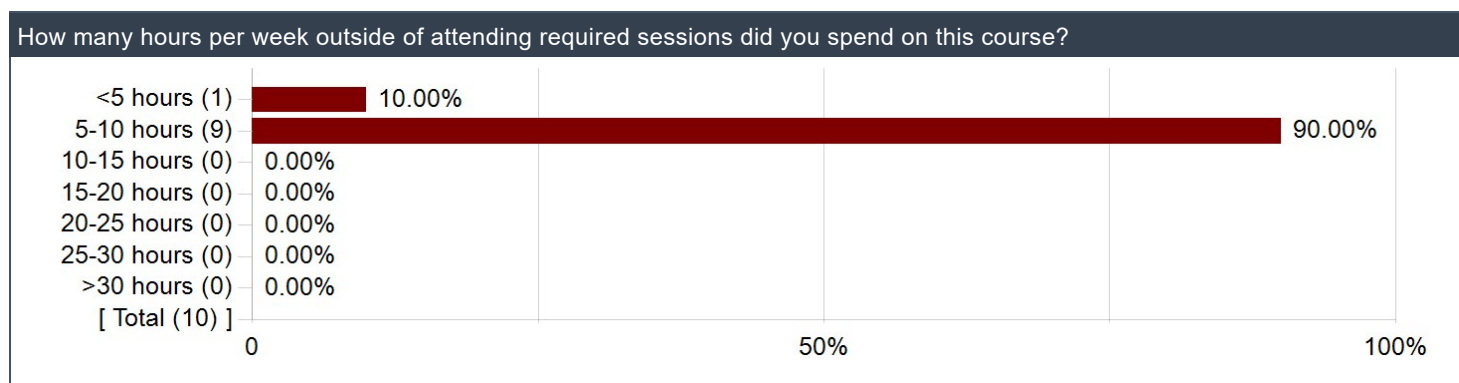
### Now that this class is over, your interest is?



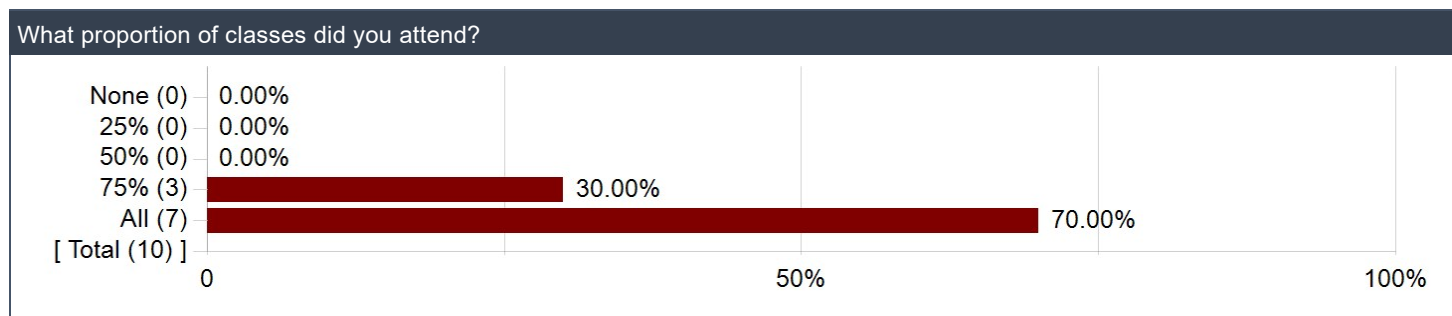
### Why did you choose to take this course? (Select all that apply)



### 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
Course was not difficult but there were a decent amount of readings
Data science and pre-med with no history of CIV or other history classes. Class was pretty doable but readings often felt strung out and fruitless. The workload is manageable and doesn't require much prior knowledge on the topic of colonization, as there are plenty of resources provided by Professor Boyar to do all the work and get a good grade.
Reasonable.
Not too difficult
Given my Caribbean background, I found the course content on colonial history to be of moderate difficulty, as my personal and cultural history provided a foundational understanding of the subject matter. This familiarity helped facilitate my grasp of the concepts discussed and made it easier to connect with the historical narratives explored in the course. However, what made it slightly difficult was the ability to distinguish the colonial view from the colonized view. This challenge added a layer of complexity to my learning, requiring a deeper analytical approach to understand the nuances and perspectives of both the colonizers and the colonized.
Even as a student with weak history background, I thought it was great!
Although bearing no barriers to anybody, this course has much to offer even for people who have taken AP USH and AP World History.

## What was the most interesting or informative reading this quarter?

Comments
The most interesting reading for me was "An Unthinkable History" by Michel-Rolph Trouillot, Stuart Schwartz, "Ch. 2: Sugar Plantation Labor and Slave Life," Ruth Behar, "Sex and Sin, Witchcraft and the Devil in Late-Colonial Mexico," Andrés Reséndez, "Ch. 4: The Pull of Silver," and The lost words of La Malino Seven Myths of the Spanish Conquest by Restall
The Townsend reading regarding the seige of Tenochtitlan and the alliance between the Spaniards (Cortes) and the Tlaxcalan people in Mesoamerica was very interesting to me.
I found the Williams readings on triangular trade fascinating. The Mintz reading was very interesting as well.
Alan Knight reading
Eric Williams, "Ch. 1: The Origin of Negro Slavery," pp. 3–29 in Capitalism and Slavery (London: Andre Deutsch Ltd., 1964; Originally Published 1944).
I really liked the Sweet reading on African divination
My favorite reading from the course was "sex and sin, witchcraft and the devil in late-colonial Mexico" by Ruth Behar. I honestly thought the reading was cool and made me think about colonialism in a way I had never thought about before.
African divination. People of African descent brought over mystic future-telling practices that influenced the masters' lives in funny ways.

## What was the least interesting or informative reading this quarter?

Comments
I did not love the Triangular trade readings
Some of the primary resources.
NA
they were all pretty good.
Camilla Townsend, "Ch. 1: Pelican's Kingdom," pp. 11–29 in Malintzin's Choices: An Indian Woman in the Conquest of Mexico (Albuquerque: University of New Mexico Press, 2006).
Maybe a few of the primary sources that were not as related to the discussion, but provided historical context
I liked most of the readings from the course so one doesn't stick out.
The footnotes of the books. They are supposedly there to help you with your understanding, but in practice there're so many of them that it's impossible to squint your eyes and read them all.

## What do you think you will remember from this class in one year? In five years?

Comments
I think I will remember the importance of understanding the narrative you are reading and how that can affect your perception of historical events
Whatever notion I had of slavery and how the Atlantic world came to be in the past was very ill-informed, as I've come to find out in this class. I think the information I've gained in this class has generally changed my outlook on how many areas of the world came to be (why certain religions, languages, social structures dominate previously colonial territories) and how they responded and formed a way of life post-colonialism.
Yes, definitely. The skill of reading sources against the grain is something I will carry with me for a long time.
I'm already setting out to buy some of the books we saw in class (as we only read chapters) so i will probably remember at least where i got the readings from and why i was initially interested
In one year, and even in five years, I believe what will stay with me most prominently from this class is the profound distinction between "history" and "his story." This concept has reshaped my understanding of historical narratives, emphasizing that history is often told from the perspective of those in power, and may not always reflect the full spectrum of experiences, especially those of the marginalized or colonized peoples. It's a reminder of the subjective nature of history and the importance of seeking out and acknowledging multiple perspectives to gain a more comprehensive understanding of past events. This critical lesson encourages a more discerning approach to consuming historical information and underscores the value of diverse narratives in constructing a more inclusive and accurate portrayal of history.
history of atlantic colonization, and in the longer run, how to read and analyze and interpret primary and secondary sources critically.
Probably Behar work and the other readings from the Agency and Power in Colonial Societies section of the course. I really liked the conversations about religion and gender in colonial society.
That Montezuma did not simply surrender out of surreptition (in fact his empire is fragile and he made a realistic decision), and that Cortes did not defeat the empire single-handedly (in fact he had many allied tribes). That racism did not cause slavery, but slavery caused racism, although once formed they did reinforce each other. That civilizations were sometimes more reasonable than we expect them to be, but at other times bizarre and beyond our wildest imaginations.