



SOSC 12500 17 - Self, Culture, and Society II - Instructor(s): Molly Cunningham

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

Number Enrolled: **19**

Number of Responses: **9**

Report Comments

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

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
Tensions between individual identity & social environment
Psychoanalysis of society
Learning to ask the important questions and how to deconstruct and analyze the main claims/questions in the texts we're reading.
We learned about human coming– and being–together and the ways it can go wrong (or grate on the individuals). We learned about the construction and maintenance of categories, and how entrenched categories can run against lived experience. We learned how humans, with an embodied existence, reconcile themselves with the wider world.
How to follow multiple speakers' arguments
This was a continuation of SOSC 12400; we read <i>The Elementary Forms of Religious Life</i> by Emile Durkheim, <i>Civilization and its Discontents</i> by Sigmund Freud, <i>The Second Sex</i> by Simone de Beauvoir, and <i>Black Skin, White Masks</i> by Frantz Fanon, each touching on a major course theme in the analysis of social conceptions of identity formation: religion, societal and sexual development, gender, and race, respectively. We learned how to critically analyze and assess the ideas presented by each thinker and put them in conversation with one another.

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

Comments
Discussions were great (the way prof facilitated it)
Listening in class
It's SOSC so it's purely discussion based which was helpful in thinking about things in different ways.
Archives are a really good exercise that allows you to really engage with the reading, as well as constellations.
Readings before class primed us, class discussions allowed us to collectively come to understandings of the projects (texts) we read, archive papers allowed us to refine our thinking and gain a stronger understanding of the thinker, ethnographic interview allowed us to bring our thinking beyond the classroom, final project allowed us to respond to a thinker or develop our own thought in relation
The discussions in class were very helpful. The discussions were not always chronologically ordered so they were particularly helpful in revealing the argument of the reading (as opposed to only what happened in the reading). The reconstruction–style essays were also helpful for ensuring I understood the speaker's reasoning.
Class time was seminar–style, with a professor–led discussion culminating in a visual representation of all the ideas put forth at each session and how they connect together. These discussions were incredibly helpful to my understanding of the texts. The biweekly papers, consisting of a Reconstruction (a sort of critical summary focusing on the tracing the logic of the project and claim of a given text) and Proposal (proposing an essay prompt and a sketch of how it would be answered), allowed us to reconstitute and reinforce our understanding of the thinkers whose work we were reading.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I understood the purpose of this course and what I was expected to gain from it.	4.89	5.00	0.00%	0.00%	0.00%	11.11%	88.89%
I understood the standards for success on assignments.	4.78	5.00	0.00%	0.00%	0.00%	22.22%	77.78%
Class time enhanced my ability to succeed in graded assignments.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I received feedback on my performance that helped me improve my subsequent work.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
My work was evaluated fairly.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
I felt respected in this class.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%
Overall, this was an excellent course.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%

Additional comments about the course:

Comments
PROFESSOR CUNNINGHAM IS AMAZING; TAKE IT!!! Every single class is interesting
Molly is the best professor I've ever had, they care deeply about their students and it shows. 10/10 recommend taking this course with Molly.
Second quarter in this sequence with Professor Molly, just as good as the first, if not better. Readings this quarter were great, including supplementary texts.

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 way she pointed dif directions for discussions
Her lectures were great
She lets people talk mostly but definitely guides the discussions where they need to go.
Professor Molly is an amazing instructor. She rarely lectures and when she does it's incredibly informative and quick. All the same, she has a fantastical way of drawing out thinking and getting students to develop their thought, both in class discussion and on written assignments.
Professor Cunningham was very good at facilitating in-class discussion, clarifying the text, providing support via office hours, and being flexible through extensions. Professor Cunningham is one of my favorite professors at UChicago.
Molly Cunningham is a great professor who is truly invested both in the understanding of the course texts and in her students' learning. She led discussions effectively, making sure that everyone was able to get their ideas through. She started each class with a smaller activity, either a free write or a small group discussion, to get our analyses started before transition to the big group. She also makes Constellations a significant part of the course, with a course-long Constellation Project requirement where each class, one student prepares a small presentation tying the themes of that day's reading to a tangible object or event from the real world or media, giving us a more concrete example of the mechanisms we study. Her lenience when it came to deadlines also proved very helpful when trying to balance the workload from this class with my other classes.
Discussions are incredibly fruitful and she facilitates them very well. Always structured in a good way. Discussions are mostly students talking but she poses great questions to stimulate thinking and move the conversation forward.

What could the instructor modify to help you learn more?

Comments
Nothing :)
nothing
Molly is amazing
Nothing, this was a wonderful time
The four archive (writing assignments) felt a bit overwhelming at times (especially in finals week due to the final essay). That said, Professor Cunningham provided support to help us become more efficient at writing the archives.
A LOT of writing for this class. I like the structure for grading but the amount of work seems significantly greater than other SOSC classes.

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Presented lectures that enhanced your understanding.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%	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 course.	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 course 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%	88.89%	11.11%
Motivated you to think independently.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%	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%

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
Margaret Rothrock
Maggie Rothrock–Wang was our Writing Specialist for this course. She met with us twice in small groups for hourlong writing workshops focusing on specific aspects of writing, including learning how to identify the type of question being addressed and how to structure a convincing and effective response.

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%
Gave you useful feedback on your work.	4.25	4.50	0.00%	0.00%	25.00%	25.00%	50.00%	0.00%
Stimulated your interest in the core ideas of the class.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Challenged you to learn.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Helped you succeed in the class.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Was available and helpful outside of class.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Overall, this individual made a significant contribution to your learning.	4.67	5.00	0.00%	0.00%	0.00%	25.00%	50.00%	25.00%

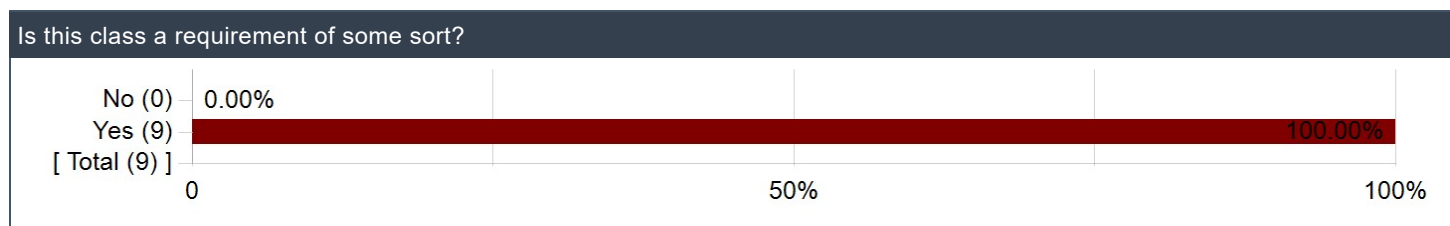
How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	4.00	4.00	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%
Field Trips	4.00	4.00	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%
Library Sessions	4.00	4.00	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%
Review Sessions	4.00	4.00	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%
Writing Seminars	3.33	4.00	28.57%	0.00%	0.00%	28.57%	28.57%	14.29%

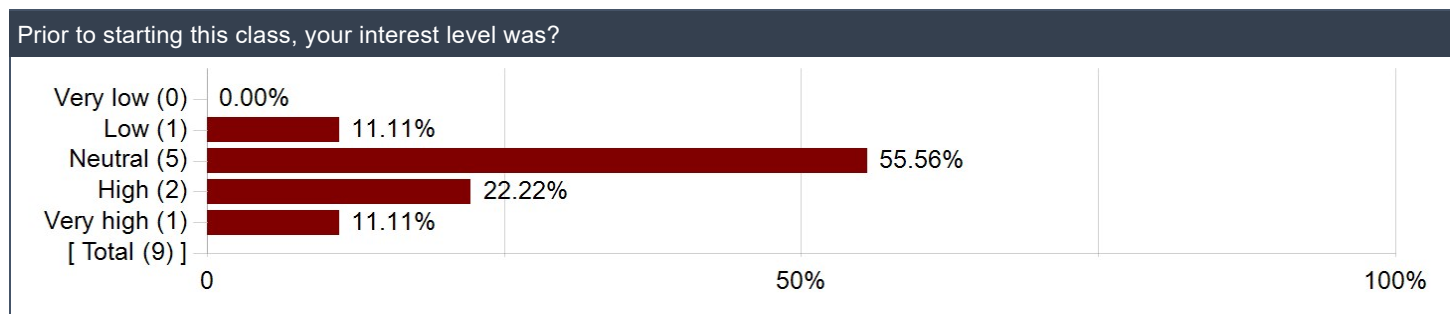
Other course elements not mentioned above:

Comments
Writing workshops are extremely unnecessary...
Evening Lectures offered to all students in the Self, Culture, and Society sequence, providing context and an in-depth conversation regarding the background of a given thinker; these were offered 2–3 times per quarter, addressing the different thinkers whose texts we were reading.

Is this class a requirement of some sort?

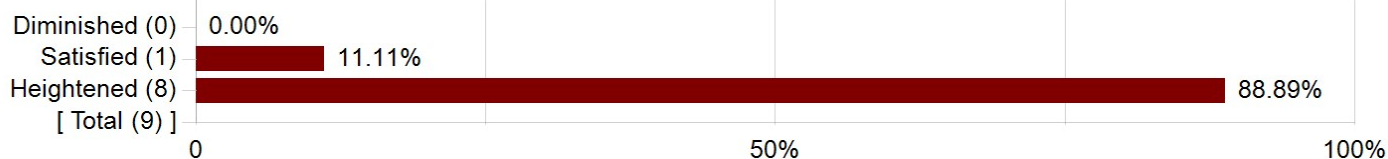


Prior to starting this class, your interest level was?

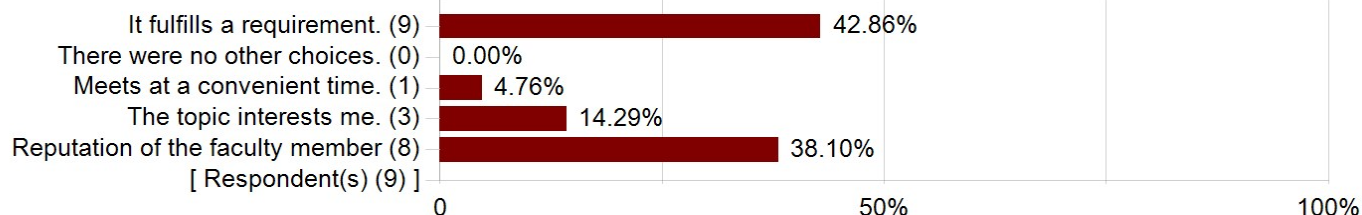


Now that this class is over, your interest is?

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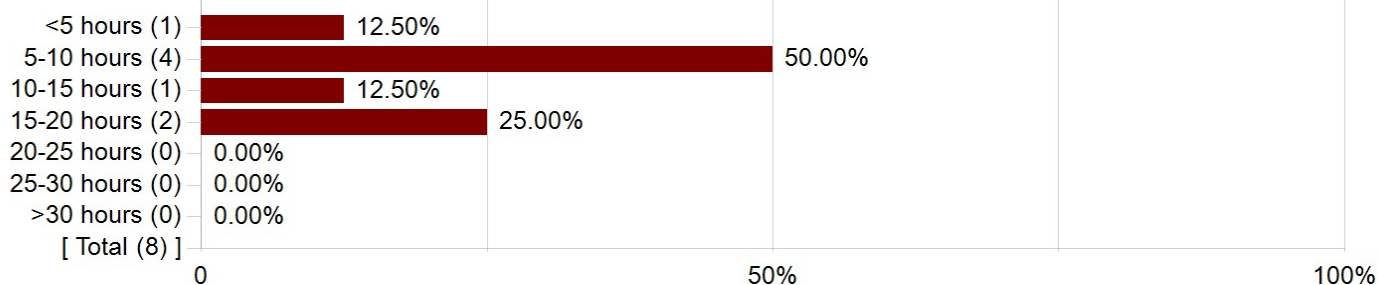


Why did you choose to take this course? (Select all that apply)



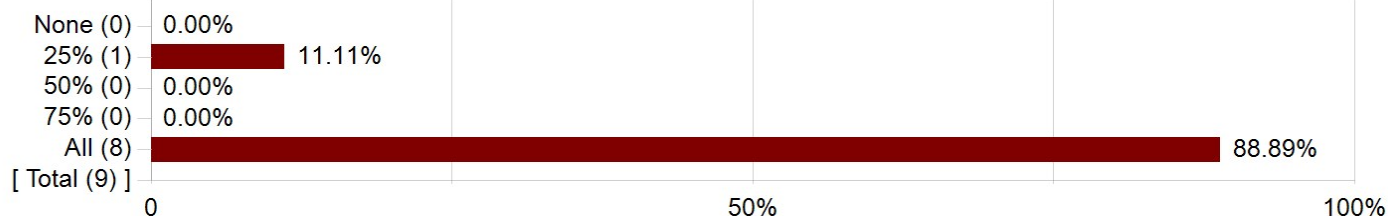
How many hours per week outside of attending required sessions did you spend on this course?

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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
It's super manageable and an AMAZING CLASS
Just show up and put in an honest effort and you'll do great
As someone with the humanities and social sciences, I felt challenged to think and develop my thinking, but never worried about my grade; this class will benefit you most if you put in the time and energy.
The course proved to be intellectually challenging, requiring a pretty in-depth study to understand all the moving parts laid out by the thinkers in the original texts we were reading; I don't have any experience reading philosophical/sociological texts beyond the Self sequence, which might be why I find it rather challenging.