



HUMA 12300 3 - Human Being and Citizen I - Instructor(s): Evelyn Richardson

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

Number Enrolled: **18**

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: **Friday, February 2, 2024**

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

Comments
reading and writing skills. being more reflective on the society and how the definition of human being and citizen is interchangeable.
Learned how to participate in a discussion-based setting.
We read different texts that related to human beings and citizenship, how the two intersect and differ.
The most important things I learned is how to interpret works on a more philosophical level rather than read the surface of a text. I learned how to interpret works that date thousands of years back in a modern context as well as compare text to one another, finding connections between works that have centuries of time between them.
I gained a multitude of perspectives through the books we read and reflected on how understanding the context of the books shape our interpretations.
A lot of books that are important for a more sophisticated education. Enjoyed the readings behind the books and the philosophy
How to read and interpret classics.
Had some enlightening discussions about the nature of justice and the relationship between the human being, the state, and the divine.
I learned more about ancient texts, what it means to be a good citizen and human, and further strengthened my communication skills – verbal and written.
Ability to quickly read lots of readings
Analyzing important texts throughout humanity.
I learned about the development of people and their societies and the expectations for people as citizens. We read lots of foundational texts with underlying concepts of the way people perceived their societies and their roles within them. It did aid in conceptualizing what is a human being and what is a citizen and why are these things so much more interrelated than expected. I had never read old translated texts like the Iliad and Gilgamesh before so this course helped to improve my reading comprehension skills with older texts.

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

Comments
discussions allowed me to hear new ideas and reflect deeper on the readings.
I feel like discussions were generally beneficial, though at times disorganized.
Every day, we discussed the readings during lecture time.
The in class discussions helped me understand works through a different perspective and gain knowledge from my peers that helped me in my essays.
I think that the discussions led to a free flow of ideas and perspectives. Especially with the guidance of the professor, being able to reach a point that no one initially thought of was very insightful.
Lectures were of course helpful and how you facilitated the discussions! I enjoyed how you kind of guided the class
The free discussion atmosphere.
I found the readings were the most illuminating part of my learning, rather than the discussions themselves. Writing seminars were also helpful in developing a more effective writing process.
The discussions contributed most to my learning.
Discussions helped illuminate certain aspects or new interpretations of texts
Discussions helped me understand and analyze texts better. Prepared me for essays.
The in-class discussions served as an extension to the points made in discussion posts. It was during these discussions that what was covered in readings would be dissected with the help of added historical context provided by Evelyn. Our writing instructor Tommy also helped in the development of our writing for the midterm and final papers as well. The discussion in writing sessions could at times contribute to overall textual understanding when classmates would choose prompts relevant to the same texts I was writing about.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.08	4.00	0.00%	7.69%	0.00%	69.23%	23.08%
I understood the purpose of this course and what I was expected to gain from it.	3.92	4.00	0.00%	0.00%	23.08%	61.54%	15.38%
I understood the standards for success on assignments.	4.15	4.00	0.00%	0.00%	0.00%	84.62%	15.38%
Class time enhanced my ability to succeed in graded assignments.	4.08	4.00	0.00%	7.69%	7.69%	53.85%	30.77%
I received feedback on my performance that helped me improve my subsequent work.	4.08	4.00	0.00%	0.00%	15.38%	61.54%	23.08%
My work was evaluated fairly.	4.31	4.00	0.00%	0.00%	0.00%	69.23%	30.77%
I felt respected in this class.	4.54	5.00	0.00%	0.00%	0.00%	46.15%	53.85%
Overall, this was an excellent course.	4.08	4.00	0.00%	7.69%	7.69%	53.85%	30.77%

Additional comments about the course:

Comments
I would try to let students interject more if they are raising their hands and wanting to answer something! Sometimes, there were points that students wanted to say but you already got it before they could
Well thought out and insightful.
Very fun, very welcoming for a first course at UChicago.

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
Giving context on the texts before discussions
I appreciated the fact that Evelyn tried to provide historical context for each of the works we were reading. He also allowed us to email him with our thoughts for our participation part of the grade, and he always provided beneficial thoughts on our points.
The professor's questions led to open discussions that allowed everyone in the class to share their points of views.
The part where he was open to any interpretation rather than making students feel like their thoughts were incorrect.
I think his guidance in discussion. He always started the class with some form of historical context to set the tone and used guiding questions to get us to the point he wanted us to learn from the discussion.
Lectures and structure. Also loved the background info on these books. I think that was really helpful to understand why the book was created
His thought-provoking questions and knowledge base, as well as insightful ideas when discussing my paper.
I was most engaged in the individual discussions we had via email outside of class which were counted for in-class discussion time. I thought this email method was a great way to circumvent running out of discussion time and/or not being able to interject with a well-reasoned argument either because you're engaged in listening or you need more time to think about your argument.
The discussion-based nature of classes.
Interesting info imparted during discussion section
I think the discussions were led very well.
Evelyn's historical context put a lot of the books into perspective. I'm not that much of a history buff and for interpretation of the text, the time period described outside of just context provided within the book is very relevant. He was also able to present ideas for discussion when the class would not know where to start or would suddenly go silent.

What could the instructor modify to help you learn more?

Comments
I wish there were smaller writing assignments so that we could get greater feedback on our work and also distribute the writing work more throughout the quarter. The course could also benefit from small group discussions, which could promote more people to speak up during class.
The professor's questions were oftentimes confusing and at times, he didn't relay his points clearly.
I think there were times where we discussed and got nowhere. During these times, he could have been more assertive and refocused the class.
Letting students answer
I found that debates were often guided by too-specific questions which students frequently hadn't considered and therefore didn't have thought-out responses to. For instance, we were asked about the symbolic significance of stones and rocks in Genesis, and how we could make a defense for Agamemnon. I think more fruitful discussions could be facilitated either by asking broader questions (i.e. what conclusions the texts make on the central themes of the course), or by forming questions based on the discussion posts made by students before each class.
Have slightly longer (10–15 min) longer classes
Include more teaching than discussions where a lot of points are BS
Give some background and themes to look for in the text prior to our reading we will be better prepared for discussion.
I think in the beginning of class certain lessons were spent discussing conceptual ideas loosely related to the book brought up by students that would take up lots of space and would keep other students from contributing. This kind of participation was at times enabled by Evelyn I think just out of support and seeing an idea through, but would keep us from interpreting further text and getting to important themes of the reading. I think being able to stay on task in discussion in that sense would be more beneficial for extracting many more ideas and learning from the reading.

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.15	4.00	0.00%	0.00%	15.38%	53.85%	30.77%	0.00%
Presented lectures that enhanced your understanding.	3.85	4.00	0.00%	7.69%	15.38%	61.54%	15.38%	0.00%
Facilitated discussions that were engaging and useful.	4.15	4.00	0.00%	7.69%	7.69%	46.15%	38.46%	0.00%
Stimulated your interest in the core ideas of the course.	3.85	4.00	0.00%	7.69%	23.08%	46.15%	23.08%	0.00%
Challenged you to learn.	4.23	4.00	0.00%	0.00%	0.00%	76.92%	23.08%	0.00%
Helped you gain significant learning from the course content.	4.00	4.00	0.00%	7.69%	0.00%	76.92%	15.38%	0.00%
Was available and helpful outside of class.	4.23	4.00	0.00%	0.00%	7.69%	61.54%	30.77%	0.00%
Motivated you to think independently.	4.31	4.00	0.00%	0.00%	7.69%	53.85%	38.46%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.38	4.00	0.00%	0.00%	0.00%	61.54%	38.46%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.15	4.00	0.00%	0.00%	15.38%	53.85%	30.77%	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
Tommy Pfannkoch. Tommy contributed interesting points from outside texts that heightened our conversations as a class.
The writing workshops were helpful, especially as they complemented the course's work. Thomas (Tommy) Pfannkoch did an excellent job maximizing the time of the writing seminars to accelerate our writing skills. His introducing of new material and giving us time to write was helpful.

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.00	4.00	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Gave you useful feedback on your work.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%
Stimulated your interest in the core ideas of the class.	4.33	4.00	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%
Challenged you to learn.	4.00	4.00	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Helped you succeed in the class.	4.33	4.00	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%
Was available and helpful outside of class.	4.33	4.00	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%
Overall, this individual made a significant contribution to your learning.	4.00	4.00	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%

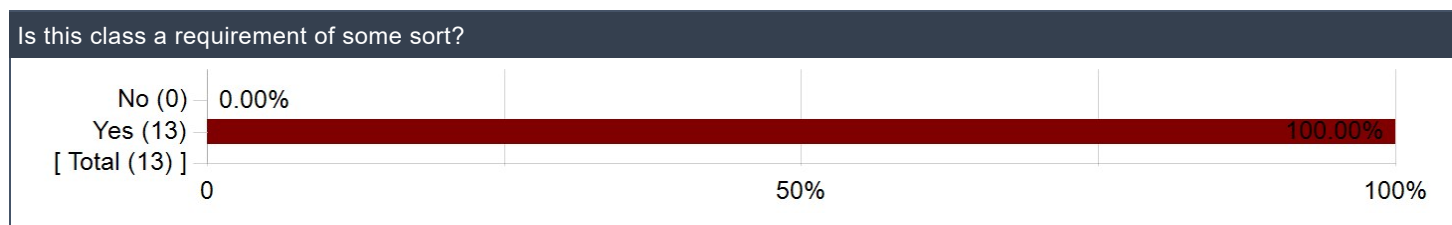
How much did the following elements of the course contribute to your learning gains?

	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	3.22	3.00	0.00%	25.00%	16.67%	25.00%	8.33%	25.00%
Library Sessions	4.33	4.00	0.00%	0.00%	0.00%	33.33%	16.67%	50.00%
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%	46.15%	30.77%	7.69%

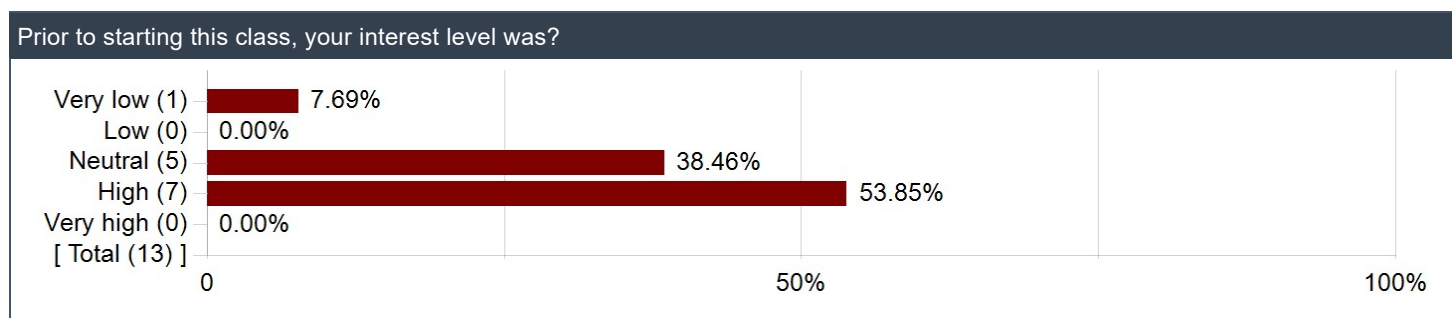
Other course elements not mentioned above:

Comments
We went to the ISAC and the special collections areas as well
n/a

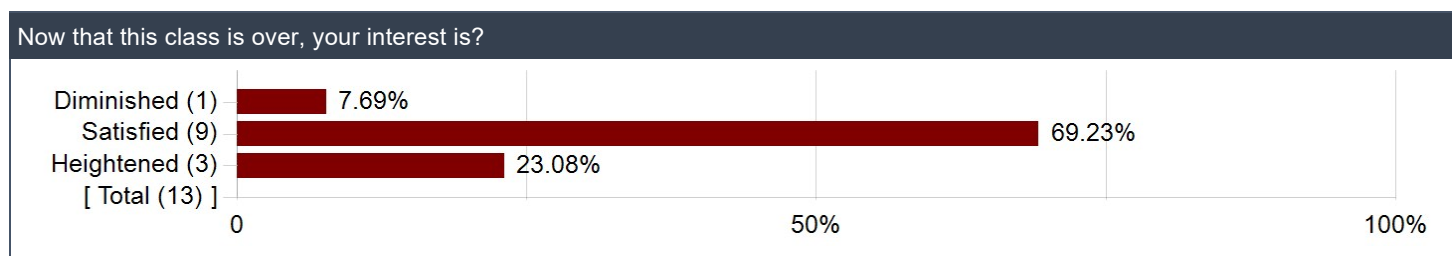
Is this class a requirement of some sort?



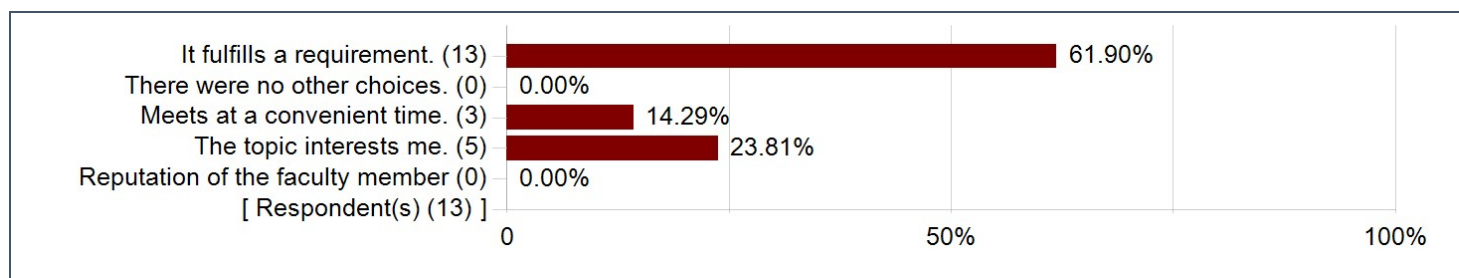
Prior to starting this class, your interest level was?



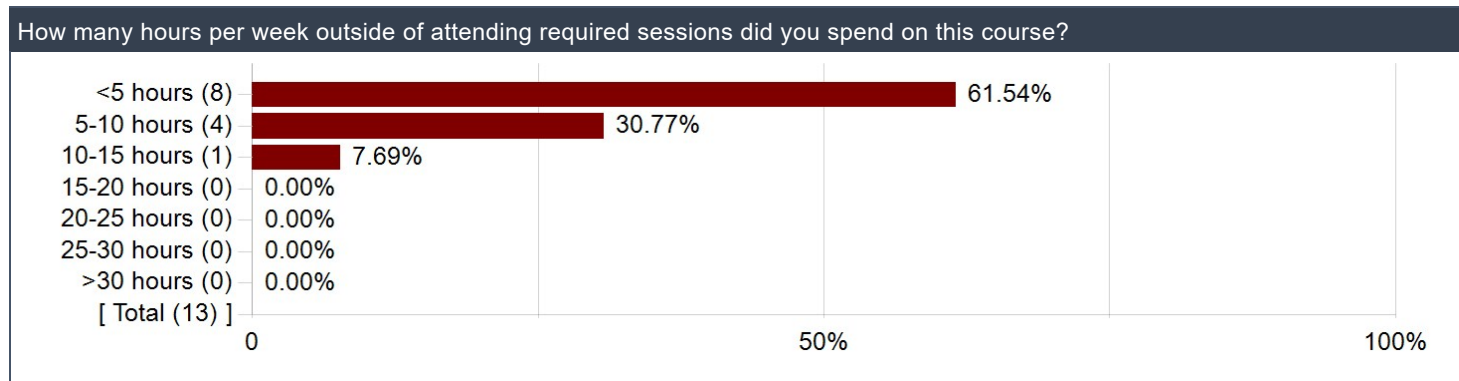
Now that this class is over, your interest is?



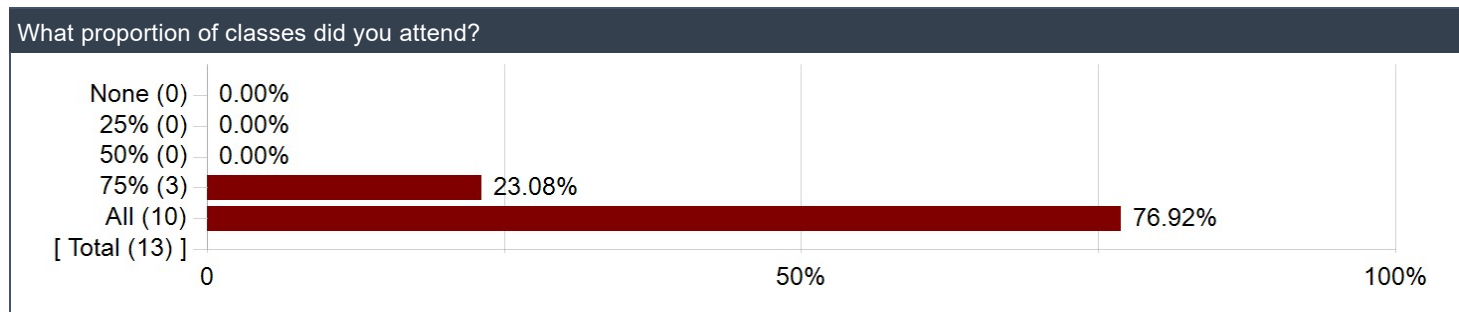
Why did you choose to take this course? (Select all that apply)



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 didn't have much experience in reading old texts and analyzing them so this was somewhat new to me. However the open discussions were very helpful.
I think it was more reading than I had done previously but because it was all discussion the difficulty wasn't a big jump
Not difficult at all. Of course, a lot of students have already read the book unlike me beforehand. So spent time reading the books. But prof was super understanding and helped us with reading the most important parts of the books
Slightly challenging but enjoyable.
This course was very doable. Readings took some time but other assignments like discussion posts and essays were easy to prepare and complete, especially if the student has any background in AP English courses (Lit or Lang).
It was very easy
very doable
So long as you read and attempt to participate in class this class is pretty easy-going. Time must be put into readings though because summaries are only that and there is further dissection than just that of big ideas. Reach out for any extra help or time. Super fun so makes the time go by.