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

Comments
Contextualization of the East India Company's expansion into India, and many of the varying voice surrounding the conflict of the time.
Historical interpretation, and how to read quicker
The debates and perspectives behind the East India Company, from its establishment until its dissolution.
The rise of East India Company and India' transition from an enterprise to a territorial sovereignty.
I learned to read through the test as nuetrally as possible rather than analysis sources with implicit bias. The course taught the complex evolution of colonization and the conditions that allowed for the developments of England's colonization of India.
The pre–Raj history of the British East India Company, from the 1580s through 1858. How a small band of merchants were able to politically take over an entire country.
The most important thing I learned is to look at historical events critically, and never take any watershed for granted. I learned how to question historical actors but not by projecting contemporary commentary, but instead by analyzing their actions as the actions of a fellow human making their own decisions
I learned about the general history of the East India company and a more nuanced story of colonization / specifically colonization before the industrial revolution that is different from what we usually hear in the 21st century.
Analyzing historical primary sources

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

Comments
Lectures are fantastic, I cant recommend them more. Professor Singh is extremely passionate about the topics this course covers, and it was very refreshing to have a class where the work felt meaningful and relevant to what we were learning.
Readings, assignments, discussions
Class times are reserved to discuss the primary texts and answering any questions.
Dr. Singh is very rich in vocabulary and listening to him talking about the readings is a genuine enjoyment. Quite some humor blended in as well. I learned more new words under him than under all of the other professors combined.
The professor is very knowledgeable and answers questions but does not really allow for discussion in the classes. Its more of a Q and A which can be nice but is slightly disappointing. There is also not clear expectations for the essays. It was simply explained as a primary source analysis. Even after discussion of an idea for the analysis and assurance that the idea and outline was well planned, the grade recieved was extremely harsh. Therefore there was communication missing in the expectation of the way the source was structured. When asked for guidance on the structure, students were told that there should not be one specifc one as we all write differently. while a nice sentiment, it was incredibly detrimental to the actual writing process and expectation for the course. In the future, allowing for one resubmission or adding another assignment as practice would be useful for understanding the expectations and recieving general feedback.
Readings gave me a chance to interface with primary sources and come to my own conclusions about the motives of historical actors. Classes allowed me to ask clarifying questions. Assignments gave me the chance to formalize my thoughts.
The readings gave initial exposure to the actors and events and forced you to make a critical judgement of the scenario (the weekly responses gave you a way to communicate this before class). The lectures then expanded on this as the professor provided endless insights that you were simply not aware of and helped you consider the various angles to the problem
Professor Singh's lectures are great and his final assignment was super well–designed. We were also assigned to read many primary sources, which allowed us to experience performing original historical analysis.
Discussions in class were always productive and stimulating. Professor Singh is an awesome discussion facilitator.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.80	5.00	0.00%	0.00%	0.00%	20.00%	80.00%
I understood the purpose of this course and what I was expected to gain from it.	4.56	5.00	0.00%	0.00%	0.00%	44.44%	55.56%
I understood the standards for success on assignments.	4.11	4.00	11.11%	0.00%	0.00%	44.44%	44.44%
Class time enhanced my ability to succeed in graded assignments.	4.44	5.00	0.00%	11.11%	0.00%	22.22%	66.67%
I received feedback on my performance that helped me improve my subsequent work.	4.67	5.00	0.00%	0.00%	11.11%	11.11%	77.78%
My work was evaluated fairly.	4.56	5.00	0.00%	0.00%	22.22%	0.00%	77.78%
I felt respected in this class.	4.89	5.00	0.00%	0.00%	0.00%	11.11%	88.89%
Overall, this was an excellent course.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%

Additional comments about the course:

Comments
I was never a huge history fan, but this course was probably the most enjoyable course I have ever taken in the humanities. I always felt engaged and the lectures encouraged me to read because I wanted to be able to talk with my peers about the content. It is quite a bit of work, but from a STEM student perspective it was manageable. However, be prepared to read, because it is necessary to do well in this class.
NA
Too much readings — he knows it as well, yet I struggle to finish the readings almost every single class. Sometimes it goes up to 150~200 pages per class. At that point I genuinely wonder who has the time to finish all the readings.
This is a good but tough course. The reading is a lot but can be managed. Participation is HUGE. The professor is a fun guy and although serious about his craft, can absolutely take a joke and make students feel welcome.
Professor Singh demands a lot from you, but it comes with learning a lot. The readings can be long, the discussions complex, and the readings themselves dense. But by working through it all and engaging with the Professor on an educated level you will learn a lot about the subject matter. You will learn exactly how to think about with what the Professor thinks, and he provides a perfect foil to contemporary thought that creates truly engaging conversation. I honestly looked forward to each class' discussion and had a ton of fun in every class, right from the start
I think Professor Singh does come into this course with a very specific view point on the topics covered in this course and almost a thesis that he tries to argue for with the selection of readings he assigns. The upside is that Professor Singh is very smart and offers a well–argued perspective that we might not hear often plus a high quality presentation of this perspective, and this really targeted way of teaching the course does make for a more cohesive and deeper experience of the material. The downside is if you're someone who's specifically looking for a Colonization II class that presents a wide range of viewpoints (e.g ranging anywhere from European Victorian era race scientist to a post–modernist view of colonization) and where the professor does not let on anything about their own personal viewpoint, then this class wouldn't be what you're looking for.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	33.33%	66.67%

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

| Comments |
| --- |
| Lectures. Professor Singh is a phenomenal lecturer and clarifies a lot of the content in class. |
| His knowledge |
| Answering questions in class and office hours help understand the primary sources better |
| I mean his class is amazing, especially the deep dive explorations on the readings. His office hours are particularly helpful. |
| The use of the blackboard and charting out important facts or timelines was extremely helpful. he also went out of his way to ask students for a mid–quarter evaluation and recieved the feedback very well and adjusted the style of the class to accommodate feasible suggestions. |
| Professor Singh is the model of a good teacher: An intellectual who also takes pedagogy seriously, which is a combination that is surprisingly hard to find at UChicago. From clearly laying out his expectations, to timely instructions for assignments, to modulating his tone and cracking jokes in class, I was altogether very impressed. His draconian reading load is objectively rough and certainly not for everyone, but I think it falls more in the "tough but fair" category than the "maniacal" because he told us exactly what we'd signed up for on day one and gave us ample room to drop out. It appears that to get an A in his course, you will have to legitimately follow his (very clearly expressed) guidelines to the T; half–assing stuff won't get you the A, but it won't make the class impossible either. He's subtly understanding of the fact that many students cannot prioritize his class, and discussions tend to focus on the early pages of readings, which is very much appreciated. So while you will absolutely get more out of his class if you do everything, if you don't really care about your grade and just want to learn some history, his class is still a good option. |
| The lectures give the most help, with the Professor extending your intuition about the readings thus helping you learn how to think and consider the topics. This allowed me to think critically with a newfound sense of wonder about history |
| Lectures are great. Professor Singh is also very patient with answering questions. |
| Discussion facilitation; mini–lectures in the beginning of class. |

What could the instructor modify to help you learn more?

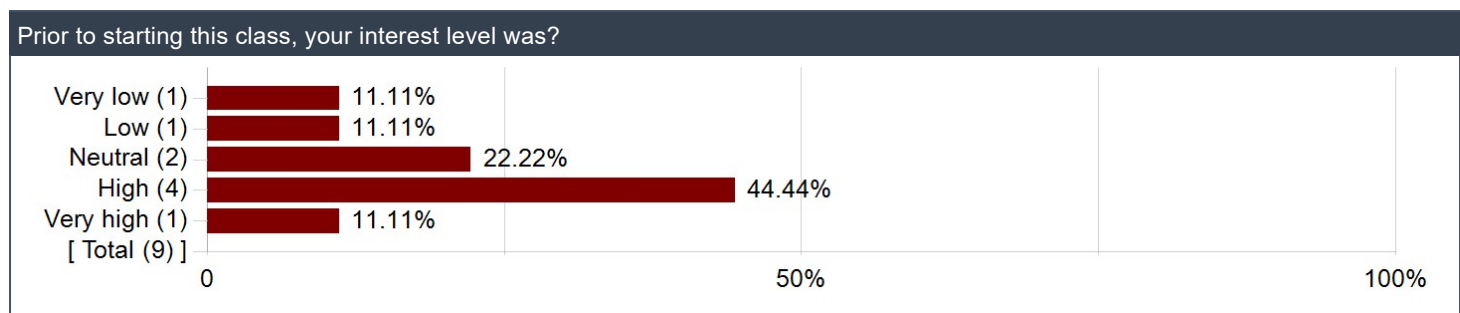| Comments |
| --- |
| Not much! Just a small suggestion of hinting at the topics of the upcoming reading (ex. talking about Thurs reading at the end of class Tues) could be useful for situating ourselves before diving into content. Timelines were also very helpful when drawn on the board. |
| less discussion and more lecutre based, I found that I learnt the most when the instructor was speaking about the topics on hand and not the students. |
| Less reading or provide the order of priority for the primary texts since we usually speed up at the last few minutes of class. |
| Well, even if he's not going to do it, the amount of reading needs to be shaved off a bit... |
| There shoudl be a rubric included for the primary source analysis. |
| Prof. Singh has clearly indicated that he will never lessen the reading load in his course. That being said, that will not change the fact that students will not do all of his readings. Ignoring this latter fact –– as he currently does in the vain hope that students will do all of his readings –– is a pedagogical error, in my view. I believe that Singh would do well to find some intermediate path, such as giving his ultra–long readings, but highlighting passages that we should definitely read before discussion while keeping students accountable for the full readings with quick quizzes at the start of class or something of the like. That way, instead of wasting their time on portions of the reading that are not that relevant, student who cannot do the full readings can focus on what's most important and, as a result, get the most out of this course. Meanwhile, there will still be a grade incentive for doing the whole readings (and, hence, getting your maximum yield out of the course). |
| Nothing (yes the readings are long but nothing). Professor Singh organized the class in an amazing way and himself is a primarily reason it is this way because his demeanor towards discussion is incredibly useful to push your boundaries of understanding. He truly cares about your learning and if you put in the time then he will too |
| Really not much. Maybe I would have preferred it if Professor Singh started the class with more specific guiding questions rather than opening the floor up to anyone who wanted to ask about anything, because I do sometimes feel like some questions that students ask are not that relevant or interesting, but I suppose the advantage of this approach is that we really make sure people's questions about the readings get addressed. |

The Instructor . . .

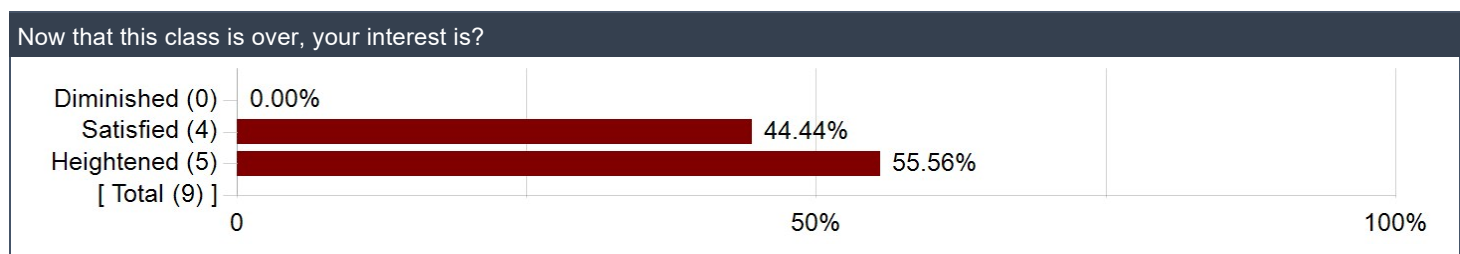|	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.78	5.00	0.00%	0.00%	0.00%	22.22%	77.78%	0.00%
Presented lectures that enhanced your understanding.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	88.89%	11.11%
Facilitated discussions that were engaging and useful.	4.67	5.00	0.00%	0.00%	11.11%	11.11%	77.78%	0.00%
Stimulated your interest in the core ideas of the course.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%
Challenged you to learn.	4.89	5.00	0.00%	0.00%	0.00%	11.11%	88.89%	0.00%
Helped you gain significant learning from the course content.	4.78	5.00	0.00%	0.00%	0.00%	22.22%	77.78%	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.	4.89	5.00	0.00%	0.00%	0.00%	11.11%	88.89%	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.	4.78	5.00	0.00%	0.00%	0.00%	22.22%	77.78%	0.00%

Is this class a requirement of some sort?
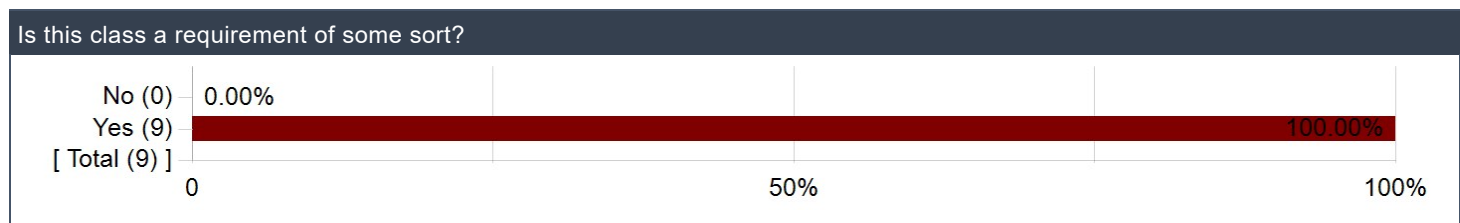
Is this class a requirement of some sort?

No (0)	0.00%
Yes (9)	100.00%
[Total (9)]	

Prior to starting this class, your interest level was?

Prior to starting this class, your interest level was?

Very low (1)	11.11%
Low (1)	11.11%
Neutral (2)	22.22%
High (4)	44.44%
Very high (1)	11.11%
[Total (9)]	

Now that this class is over, your interest is?

Now that this class is over, your interest is?

Diminished (0)	0.00%
Satisfied (4)	44.44%
Heightened (5)	55.56%
[Total (9)]	

Why did you choose to take this course? (Select all that apply)
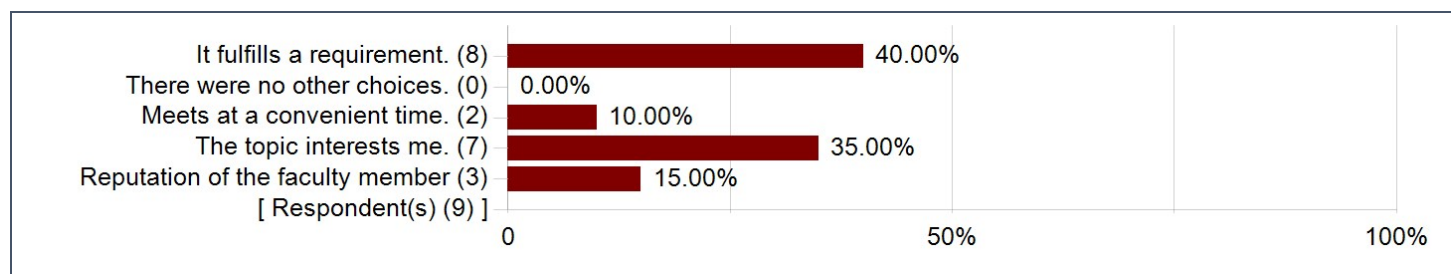
It fulfills a requirement. (8)	40.00%
There were no other choices. (0)	0.00%
Meets at a convenient time. (2)	10.00%
The topic interests me. (7)	35.00%
Reputation of the faculty member (3)	15.00%
[Respondent(s) (9)]	

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?

<5 hours (2)	22.22%
5-10 hours (4)	44.44%
10-15 hours (1)	11.11%
15-20 hours (1)	11.11%
20-25 hours (0)	0.00%
25-30 hours (0)	0.00%
>30 hours (1)	11.11%
[Total (9)]	

What proportion of classes did you attend?

What proportion of classes did you attend?

None (0)	0.00%
25% (0)	0.00%
50% (0)	0.00%
75% (0)	0.00%
All (9)	100.00%
[Total (9)]	
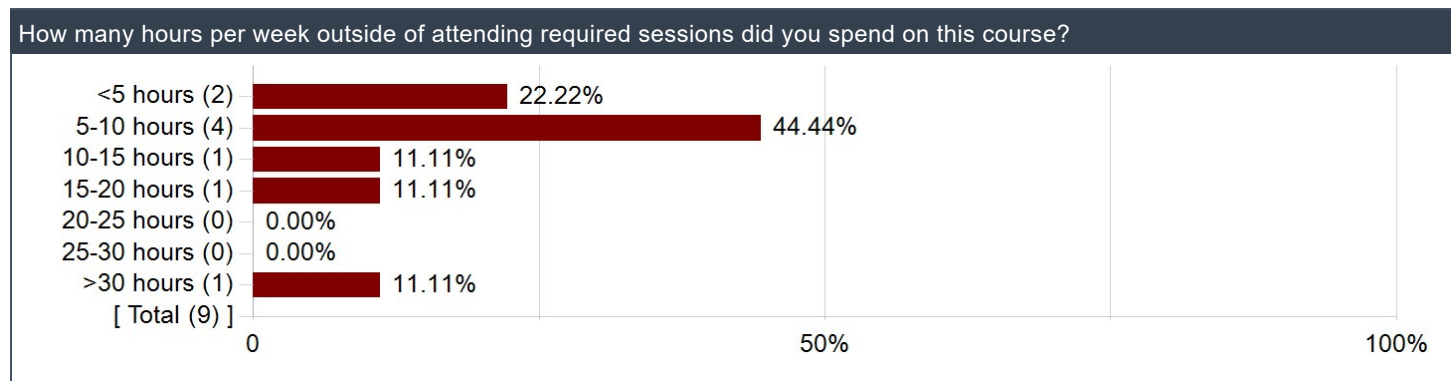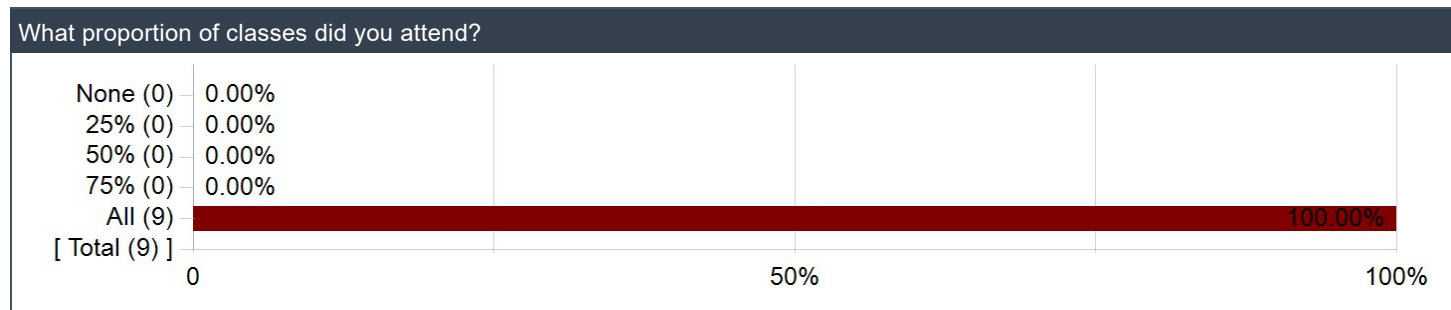
Please comment on the level of difficulty of the course relative to your background and experience.

Comments
mid
As someone traditionally not interested in history, this course was a fantastic introduction without feeling too overwhelmed. I highly suggest this course for people looking to take the Colonizations Civ, but I warn that you NEED to read the texts. I found them fun and useful to read, rarely boring, but it is a requirement to succeeding in the classroom. Overall it has been the best humanities course I have taken at UChicago to date, and I plan on putting off my next Civ class to take another course with Professor Singh.
High
There is a large amount of readings for every class and participation is a significant portion of the grade
Learning the history takes a little time, but yeah.
Asking students of all stripes to interpret what are, frankly, incredibly complicated texts is a bit absurd. It always will be. But that's kind of UChicago's whole thing, so who am I to judge?
This course is initially difficult and the readings never improve, but as I got used to thinking critically then it became easy. I never liked history and didn't want much to do with it so I never put in time, but this course was manageable if you put in the time
No college history background, readings were difficult but the class discussions and lectures really help you understand the core ideas in them.