



SOSC 16100 5 - Global Society I - Instructor(s): Salih Noor

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

Number Enrolled: **17**

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, 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
From a wide variety of authors and how they thought about the world.
I learned to contextualize any reading I do. I learned to pay attention to the biography of the author, the contexts at the time of writing, and how these influence the writings.
we read a variety of books which broadened our knowledge of different cultures and changed the way we viewed political and historical theories.
Comparing views of different authors from different regions around the world
different structure of societies around the world and the method to implementation
I learned a lot about political theories from around the world and throughout history.
I feel like coming out of this course, I have a much richer understanding of what 'rigorous inquiry' might mean for the social sciences — which turns out to be very evidence-based. I gained experience engaging with existing academic literature, recent history, and other sources while reading the required texts for this course.
learned to analyze and critique different forms of government on the political spectrum from monarchy to democracy.

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

Comments
The lectures were rarely useful. The professor relies too heavily on class discussion, and it sometimes feels like he is withholding his inputs in favor of these discussions. However, it gets really interesting when the professor has his input. The weekly readings were sometimes too much in too little time. The weekly memos are good in the sense that they force you to critically evaluate the readings.
the discussions in the classes were very beneficial and taught me how to assess and analyze the readings.
All discussions
class was structured so one part was small group discussion the other part was lecture (1/2) → this was great but my only request is we'd rotate small groups and not always talk to same people
The class time was used mostly to discuss the reading and was also used on lectures about the author's background, but they were enjoyable.
Discussions were helpful. It was always nice to hear about what other people in the class were thinking. I appreciated the way the course assignments were structured for the first seven weeks of the quarter — a short reflection on the week's readings was due before we had discussed those readings in class. It was really interesting to come to class having already come to certain conclusions of my own before hearing what the professor and my classmates had to say. Later we switched to a later due-date for these reflections.
lectures were okay in giving background info. Discussion were just okay, didn't really feel like I gained anything new from them. But they were fine. Assignment were helpful in contributing to understanding text.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.00	4.00	9.09%	0.00%	0.00%	63.64%	27.27%
I understood the purpose of this course and what I was expected to gain from it.	3.73	4.00	0.00%	9.09%	18.18%	63.64%	9.09%
I understood the standards for success on assignments.	3.09	3.00	0.00%	36.36%	18.18%	45.45%	0.00%
Class time enhanced my ability to succeed in graded assignments.	3.64	4.00	9.09%	0.00%	18.18%	63.64%	9.09%
I received feedback on my performance that helped me improve my subsequent work.	3.09	3.00	9.09%	27.27%	18.18%	36.36%	9.09%
My work was evaluated fairly.	4.27	4.00	0.00%	0.00%	9.09%	54.55%	36.36%
I felt respected in this class.	4.45	4.00	0.00%	0.00%	0.00%	54.55%	45.45%
Overall, this was an excellent course.	4.00	4.00	0.00%	0.00%	18.18%	63.64%	18.18%

Additional comments about the course:

Comments
The variation in the readings makes this course very interesting.
the readings were sometimes too much.
weekly write ups are very manageable (300–500 words) especially bc we only need to do 5 / quarter. final paper is 2500 words so also doable as its the only one all quarter. only request is he was a little more clear on the grading scale (dont really know what you have until the very end)
The professor was not always very clear about what the expectations were for assignments and, in general, the standards for success in the course. For the reflections in particular, this was at one time both freeing and a little debilitating — it was really exciting to be able to write about pretty much anything that we wanted, but it was also sometimes a little bit difficult to get started on writing without any guidance. It was not always clear what I could do to improve my performance in the class, since the instructor gave feedback somewhat sparingly.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	9.09%	90.91%
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
When Professor Noor would contextualize each author. This was extremely helpful.
When he shares what he thinks about the readings or the author.
his discussion style and his choice of assignments.
the historical contextualization through lectures
I liked how he listened to our opinions on the work and told us what he thought about them.
I enjoyed the presentations on the different authors we read. They were very informative.
The lectures + discussions, particularly background info of the authors were pretty interesting

What could the instructor modify to help you learn more?

Comments
It would have been better if the contextualization of the author happens before we do their readings, so we can get a sense of what to expect and have an idea of the context the author is writing about.

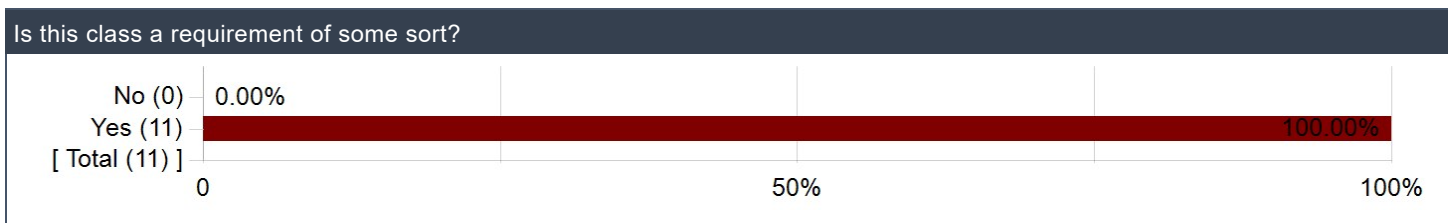
Comments
maybe decrease the amount of readings so they are done more efficiently and further instructions on forming prompts and arguments.
Not assuming that the students are poli sci students as some concepts were new.
give the context before we discuss (it was flipped this year where we discussed first then he lectured)
Many people in this class, including myself, felt that the instructions for many assignments, including our final paper, were not discussed enough, also the mandatory office hours we had to attend were not organized very efficiently and perhaps could have benefitted from a sign-up program.
Sometimes it felt like the prompts that the instructor gave us during class and group discussions were just a little bit broad or unspecific. Sometimes I thought it would be interesting if we zoomed-in a little more and focused more on a specific aspect of the text that we were discussing.
Also, the instructor consistently ran over-time (maybe an average of 5–10 minutes each class).
Salih is a nice professor but I think there are several concrete things that he could improve on which would have vastly improved the class for me. I am giving these suggestions with the best intentions and hope that they are helpful.
<p>1. Assignment descriptions: Assignment rubrics and descriptions were highly unspecific and short for the final paper and the short essays. This made it very difficult to efficiently work on assignments. It added unnecessary stress and frustration to otherwise totally reasonable and doable assignments. For example, I only got a good understanding of what he expected after the first 300–500 word papers when he gave examples from the first week of exemplary papers. Ideally, he would have written out detailed assignments beforehand which I could refer back to as I completed the assignments throughout the quarter.</p> <p>2. Timing of release of reading assignments: reading assignments were often released on Saturday and due Tuesday at 8AM. This meant that I had Saturday, Sunday, and Monday to complete a long reading, usually 2 hours, and then complete a 300 word essay with a developed thesis. Writing the essays usually took me about 4 hours. This assignment would have been totally reasonable if it was assigned on Thursday, allowing me to spread out the work and plan. But because the assignments were released on Saturday I had to cram the reading/essay over three days while doing other work.</p> <p>3. Final paper assignment: this assignment would really have benefited from a detailed assignment description similar to that for the presentation. Salih wanted for us to make the assignment our own which was great. The issue was that it was very difficult to figure out what he was expecting for this essay. This essay was also of a completely different style and format from the 300–500 word essays so there was no clarity about expectations. While the 300–500 essays were based primarily on evidence from the book, the final paper involved large amounts of research. Salih gave no description or example of his expectation for analysis of this evidence. I think it is reasonable to enable to enable lots of flexibility in the paper topic and make the assignment your own as long as the structure of the essay in general and the expectations for it are clear.</p> <p>4. In class discussion of the final paper: Salih allotted the last five minutes of each class over the last couple weeks to discussing the paper. This was frustrating because often we would go over time and rush through the little description of the assignment he provided. Instead of outlining the process for writing the paper ahead of us starting, allowing us to prepare, Salih gave that information out over several weeks. Again, this was stressful and frustration because it made it hard to plan ahead.</p> <p>5. Mandatory office hours for the final paper: This was a great idea and helped clarify Salih's expectations somewhat. At the same time, the implementation of the required office hours was not good. There was no assigned time slots so everyone was forced to wait outside his office, some people for over an hour. This could be solved by spreading out office hours throughout the week, or using Google Forms, Google Sheets, or Doodle to allow students to sign up for time slots. Time slots would have made this feel like the great, helpful opportunity that it was rather than a frustrating way to spread an hour and a half.</p> <p>6. Course content positive: My most favorite parts of this course was Sarmiento, Gandhi, and the Africa Unit. I am not overly interested in political theory so I loved Sarmiento's description of Argentina and the Gauchos. I genuinely loved loved loved reading it. I listened to Argentinian music while I read it, such a vibe. I also loved reading Gandhi because it was more about civil rights/revolution than political theory. It was very passionate and fulfilling to read. The Africa unit was great because the writers were highly passionate, especially Senghor. This unit was also great because it is Salih's speciality. I loved learning about African history from a specialist.</p> <p>7. Course content negative: I did not enjoy reading Hobbes, Rousseau, and Utopia. I get that it is important context to compare the other readings to but relative to the other content it was not my favorite. The other readings felt new but these I had read many times before and had heard about many times. All the other writers I was learning about a culture which was new to me, there was little to no cultural details in the western European writer books. I wish that there was a heavier emphasis on different parts of Africa and that the Africa unit was not at the end of the quarter. I was a lot less able to spend time doing readings because of working on the final paper and other exam prep. I would have rather spent more time getting to know African writers than more European writers. Ideally, I would like Africa to get moved up a bit.</p>

Comments
8. Lack of female writers: There was only one female writer in the entire class. Salih's explanation for this was that he did not know of any female political theorists worth adding to the class. As the African readings were fairly recent, I'm not sure how there could possibly not be any recent female political theorists or feminists worth reading. I think the lack of female writers was very notable in an otherwise highly diverse class explicitly emphasizing diversity. I would greatly appreciate this change.
9. Repetition of writers: this is just a preference but I would rather not have read the same author twice in one week and instead covered more time periods and geographic areas. Specifically, I'm thinking about the two Han Feizi readings and the two Muqadimmah readings. Both of these felt like overly repetitive/more of the same. It would have been cool to read stuff from Oceania, Australia, or different parts of Asia. There was a pretty heavy focus on western europe (I didn't love) and Africa (I liked, although two Senghor readings felt repetitive. It also would have been interesting to read an aboriginal writer.
10. Class discussion: I felt the framework of group 1 going, then group 2 going, then group 3 going was overly rigid and prevented students from engaging with eachother's views. I think it might be worth trying each group presenting on a different question and then open discussion on that question.
11. Something to note is that I felt he genuinely cared that we were getting a good understanding of African political thought. Like he really wanted us to come away with an accurate , nuanced understanding of it becuae he thought it was important to us as people. Despite the enourmous frustration I felt being in his class, this attitude I think is what makes Salih a genuinely great professor.
Thank you for Reading!!!!!!!!!!!!!!
Say more insightful stuff. Sometimes it feel like he is just repeating what we've already laid out and didn't contribute anything new.
The reading could be slightly reduced so we can spend more time to better understand the idea effectively

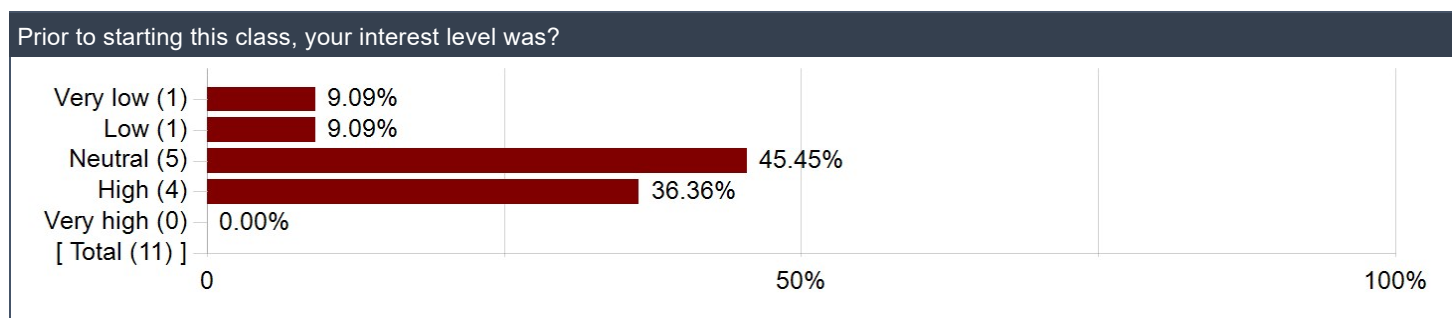
The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	3.73	4.00	0.00%	18.18%	18.18%	36.36%	27.27%	0.00%
Presented lectures that enhanced your understanding.	4.27	4.00	0.00%	0.00%	0.00%	72.73%	27.27%	0.00%
Facilitated discussions that were engaging and useful.	4.09	4.00	0.00%	0.00%	18.18%	54.55%	27.27%	0.00%
Stimulated your interest in the core ideas of the course.	3.73	4.00	0.00%	9.09%	18.18%	63.64%	9.09%	0.00%
Challenged you to learn.	4.09	4.00	0.00%	9.09%	0.00%	63.64%	27.27%	0.00%
Helped you gain significant learning from the course content.	4.00	4.00	0.00%	9.09%	0.00%	72.73%	18.18%	0.00%
Was available and helpful outside of class.	4.45	4.00	0.00%	0.00%	0.00%	54.55%	45.45%	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.	4.45	4.00	0.00%	0.00%	0.00%	54.55%	45.45%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.09	4.00	0.00%	0.00%	18.18%	54.55%	27.27%	0.00%

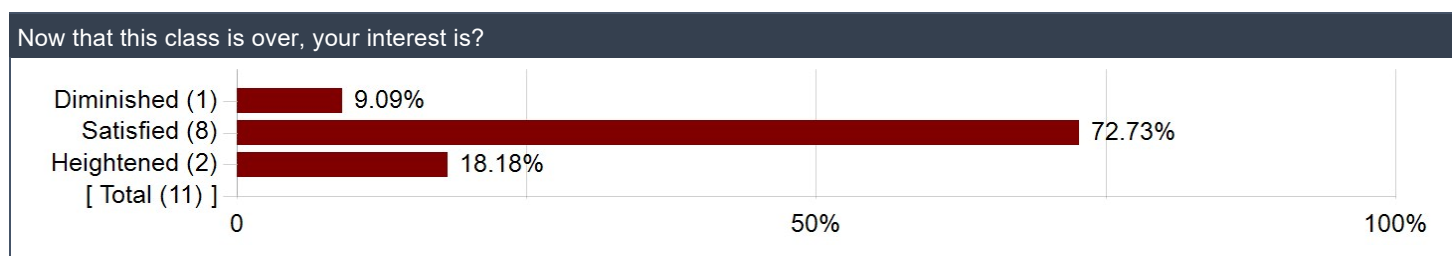
Is this class a requirement of some sort?



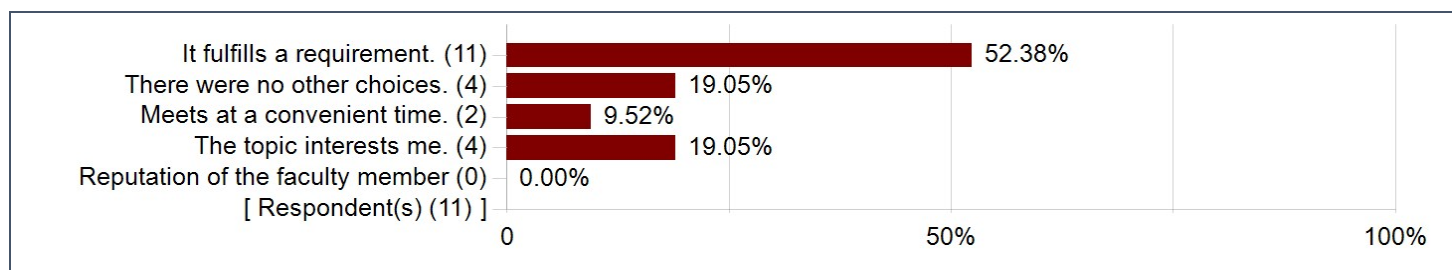
Prior to starting this class, your interest level was?



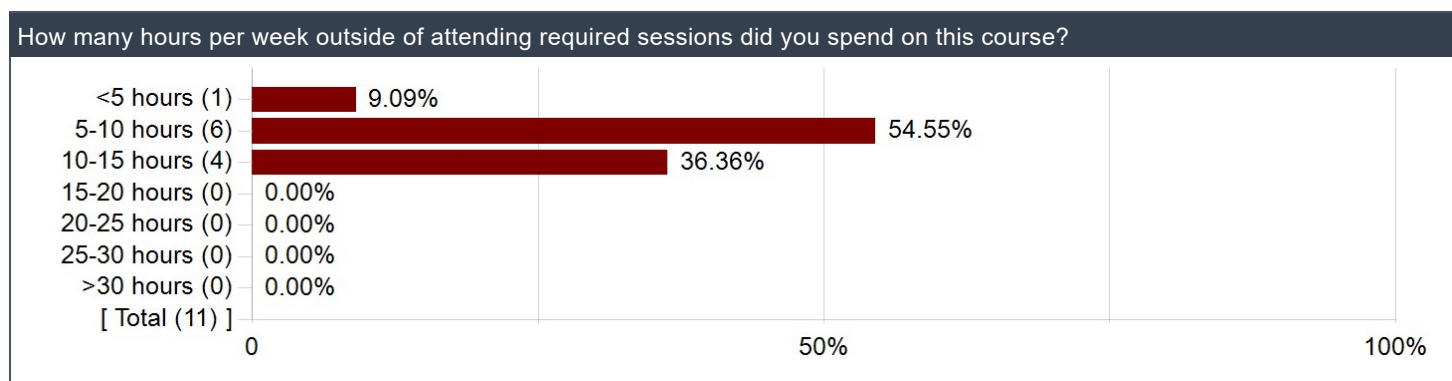
Now that this class is over, your interest is?



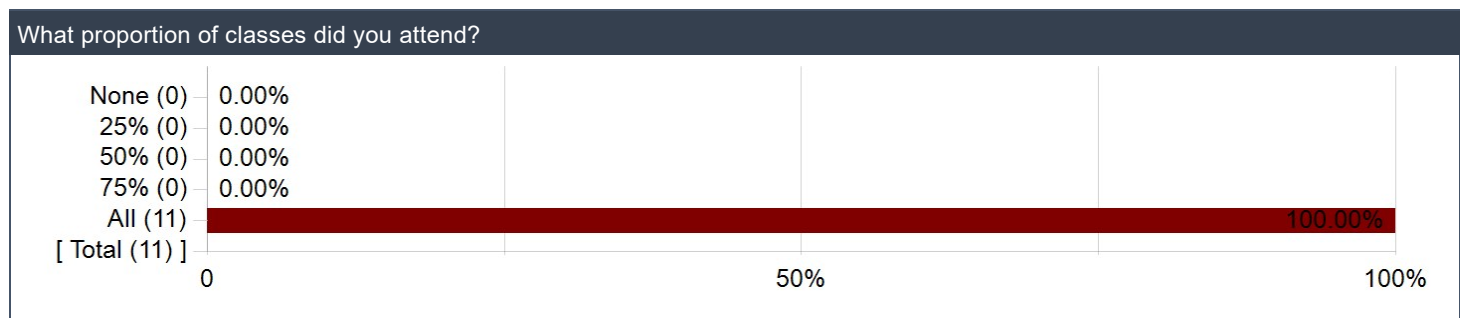
Why did you choose to take this course? (Select all that apply)



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
You will get by relatively easy
it is moderate with some challenging readings and sometimes readings were too much , first time to write a really long research paper/final paper so i find it challenging.
Not very hard, sometimes readings were alot
defintiley easier sosc core requirements but not a bad choice. if you do take global society TAKE it with this professor from what ive heard hes much much better thann other professors of same class
Medium
I would say that this course was at a fairly average difficulty for a SOSC course at this school
II took hum sequence before. And this course is basically like a hum course, especially having weekly essays, no midterm paper. But everything is basically the same.