



# HUMA 11700 8 - Philosophical Perspectives III - Instructor(s) - Zachary Loeffler

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

Number Enrolled: **13**

Number of Responses: **12**

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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, July 11, 2024**

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

Comments
How to close read. In other PhilPer classes, we mainly focused on big ideas and talking about why the philosopher was wrong in their ideas. In PhilPerIII, we focus on staying close to the text and contesting the philosophers based on what they said in the text that conflict with their main idea.
Adorno, Kant, Mill, Fanon, Hegel, Marx
We read many of the great works of Moral Philosophy including Kant, Hegel, Mill, Marx, etc. and discussed them. I feel like my skills in reading and interpreting philosophy greatly developed as well as my abilities to write papers analyzing philosophical texts.
Philosophy of morality (Kant, Mill) and introduction to other works (Marx, Hegel)
We read the Hegel, Fanon, Marx (Economic and Philosophical Manuscripts, Communist Manifesto), Mill (Utilitarianism), Kant, and Gillian Rose. Learned about power relations, the self conscious, and the categorical imperative
I learned about Kant, Hegel, Mill, Marx, Fanon and other thinkers. The primary skills that I gained during this course was how to closely read a philosophical text and reconstruct its arguments, while also becoming capable of interpretive and evaluative thoughts on the texts.
We studied some near-modern philosophy, reading Kant, Hegel, Fanon, Marx and Gillian Rose. This course was a great introduction to modern thought.
We completed cursory reads of Kant, Hegel, Fanon, Marx, and Rose. Here are some topics: Lord and the bondsman Happiness as a means and end Categorical/hypothetical imperative Needs, estrangement of labor
I'd say the most important things that I've learned in this course are the ability to conduct a synthesis of philosophical arguments across philosophical texts, and an ability to think critically about the general messages or takeaways from philosophical texts given a close reading of a portion of the text.
I developed a new way of thinking about abstract concepts and gained new perspectives on life.

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

Comments
Loved the lectures. I can't say philosophy is the most engaging thing, but the professor often said some very based things especially when we started going over Marx
Lectures were by far the most useful way of understanding the texts
Our discussions were always very helpful. Lectures were always fantastic – Professor Loeffler is always extremely prepared and puts together a great (albeit slightly long) lecture. They always clear up so much that was confusing when I was reading the text on my own.
Lectures were helpful to understand the reading assignments.
Lectures were helpful — did a lot of close reading.
The lectures were the primary source of learning. The readings were so difficult that they usually served to create a groundwork before coming to class to truly understand the material.
The readings are very difficult but are great in themselves and even better when thought of as an interconnected whole. On top of that, Zach's lectures were amazing,, many times thoroughly explaining readings that seemed opaque and even more often leading us beyond the readings to other ideas. Zach's lectures were by far the best part of the course.
Classes are close reading and class discussions analyzing said passage. Students usually have time to broach questions at the beginning of class. The two assigned essays are really important to reinforce material as it forces students to parse through notes and readings with greater scrutiny.
Class was helpful for going over the readings and getting a deeper understanding of the meaning of the work and relating that back to the main themes of all of our readings this quarter. It was also interesting getting to hear everyone's thoughts on the readings as plenty of time for discussion was given. The readings themselves were interesting and despite being a bit tricky to get through sometimes I really enjoyed them.
I got the most out of in class discussions.
The discussions after reading we've helped out tremendously in understanding the texts, as well as the reading guides made by Professor Loeffler.

## Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%
I understood the purpose of this course and what I was expected to gain from it.	4.58	5.00	0.00%	0.00%	0.00%	41.67%	58.33%
I understood the standards for success on assignments.	4.25	4.50	0.00%	8.33%	8.33%	33.33%	50.00%
Class time enhanced my ability to succeed in graded assignments.	4.50	5.00	0.00%	0.00%	8.33%	33.33%	58.33%
I received feedback on my performance that helped me improve my subsequent work.	4.50	5.00	0.00%	0.00%	8.33%	33.33%	58.33%
My work was evaluated fairly.	4.58	5.00	0.00%	0.00%	8.33%	25.00%	66.67%
I felt respected in this class.	4.50	5.00	0.00%	0.00%	16.67%	16.67%	66.67%
Overall, this was an excellent course.	4.42	4.50	0.00%	0.00%	8.33%	41.67%	50.00%

## Additional comments about the course:

Comments
If you want to read Kant, Mills, Hagel, and Marx with someone who truly understands how to engage with the material, I advise you take the course
This is along the same lines as the other two phil per quarters, although this quarter is more political and focused on communism
Very lecture-heavy class. Relatively smaller emphasis on discussion compared to the past 2 phil per classes I've taken
This was an amazing course, and a Zach is a great professor. Try to take it this class with him if you can.

## I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	25.00%	75.00%

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

Comments
When he would read passages from the reading with us and go over the arguments.
When Loeffler walked through all the texts we read and gave us the main points to know that was useful.
I really enjoyed our discussions but lectures were extremely informative and really helped us better understand the material. Professor Loeffler is also so kind and understanding which I greatly appreciated!
I think that blocking out time to go over the text and do a sort of argument reconstruction was very helpful to my understanding of each reading assignment.
Lectures helped clarify the meaning of the text.
I learned most whenever the instructor clearly explained the basic arguments of the texts, while also making comments to suggest how these philosophies are present in modern civilization.
The lectures were by far the best part of the course, taking is through difficult parts of the readings and helping us connect the ideas we were reading about to other readings and a greater whole.
Zach is good at fielding questions and redirecting them to his point/thesis of his lecture. There are tangents but they are redirected back to the text in a timely manner.
Time for discussion and going over key parts of the reading for a designated portion of class to make sure everyone had a grasp of the main takeaways we were supposed to get from each reading.
Definitely the lectures – I felt that the readings could be quite long and difficult to digest at times, and that by the end of class, I knew what was going on.
The instructor's thorough explanations of the texts contributed the most.

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

Comments
Better in class time management. It never felt like we had enough time to get through all he wanted, but we always covered enough for understanding.
I think projecting the passages he is reading on some slideshow for everyone to see could be useful. Also maybe he could create some outline of the important steps of the arguments made by for instance Kant or Hegel.
Maybe make the discussions a bit longer since the lectures were definitely very dense and long at times but they were also very very helpful so honestly not much.
I think having a structured itinerary in class for what aspects of the reading assignment we should discuss or go over would have been helpful
I think increasing the amount of discussion would be nice, and guiding it with discussion questions. The way I saw it, it was kind of like you just try to get a word in when there's a silence.
The class usually had good discussions, but they needed to be structured more. The texts were very difficult, which is definitely a good thing, but that also meant that we really had no idea how to meaningfully create conversation around the readings. Asking us to come into class with things ready to discuss beyond our obvious confusion surrounding the readings was asking far too much of students in a survey level class. Although this class was fantastic, it would have greatly benefitted from some structured discussion questions that could be given to the students before or during class. Additionally, it would have been nice for the professor to provide us with the notes he read to use in class every day. This would open up time for more discussion I believe.
Not much really, he did an excellent job. Maybe allowing for more original ideas by the students in the essays we write instead of pure textual analysis would be interesting though.
The "close-readings" aka reading the pages aloud is unproductive with limited return – I personally don't gain any new information about what the text means when the teacher/student reads it. Some classes spend an exorbitant amount of reading and takes away from time understanding the text.
Participation was great and compensated for the passage analysis parts of class. However, if it was Fall or Winter quarter with less eager students, I'm not confident in how much people would learn under the current format.
Assign shorter reading assignments. There is no world in which I have the time to spend three or four hours making sense of 20 pages of someone like Hegel over the course of two days.
Not much, he could have facilitated the discussions more for engagement, but this did not impede our learning.

## The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.42	5.00	0.00%	8.33%	0.00%	33.33%	58.33%	0.00%
Presented lectures that enhanced your understanding.	4.50	5.00	0.00%	0.00%	8.33%	33.33%	58.33%	0.00%
Facilitated discussions that were engaging and useful.	4.33	5.00	0.00%	0.00%	25.00%	16.67%	58.33%	0.00%
Stimulated your interest in the core ideas of the course.	4.67	5.00	0.00%	0.00%	8.33%	16.67%	75.00%	0.00%
Challenged you to learn.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%
Helped you gain significant learning from the course content.	4.58	5.00	0.00%	0.00%	8.33%	25.00%	66.67%	0.00%
Was available and helpful outside of class.	4.64	5.00	0.00%	0.00%	0.00%	33.33%	58.33%	8.33%
Motivated you to think independently.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.50	5.00	0.00%	0.00%	8.33%	33.33%	58.33%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.50	5.00	0.00%	0.00%	8.33%	33.33%	58.33%	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
Katie How, she provided useful information about our assignments during writing seminars, and also gave good feedback on our papers to help us improve.
Katie Howe: Katie was great! Her feedback on our essays was super helpful and she was super great about clarifying questions during writing seminars and outside of classes if we needed any additional help!
Katie Howe
Katie Howe
Katie Howe. She was very helpful as a writing assistant, always willing to talk an go over drafts for essays. As the prompts for essays are very broad, there is not much she can really do to directly. help you craft an essay, but I feel like she did a good job at navigating that.
Katie Howe. I could tell that she had put a lot of effort into the quality of the writing seminars, and I found that, unlike the last two quarters, I actually got something out of them. They were really helpful for thinking though the ideas I wanted to talk about.
Katie Howe. Her helpful comments in writing philosophy papers as well as the explanatory videos she gave us made my writing develop. Her writing seminars were very well structured and I do not think there should be modifications necessary.

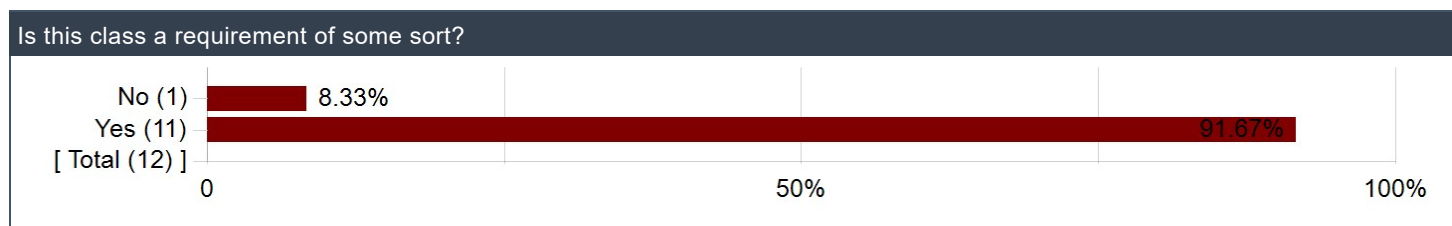
## The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.71	5.00	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%
Gave you useful feedback on your work.	4.71	5.00	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%
Stimulated your interest in the core ideas of the class.	4.71	5.00	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%
Challenged you to learn.	4.71	5.00	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%
Helped you succeed in the class.	4.71	5.00	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%
Was available and helpful outside of class.	4.86	5.00	0.00%	0.00%	0.00%	14.29%	85.71%	0.00%
Overall, this individual made a significant contribution to your learning.	4.71	5.00	0.00%	0.00%	0.00%	28.57%	71.43%	0.00%

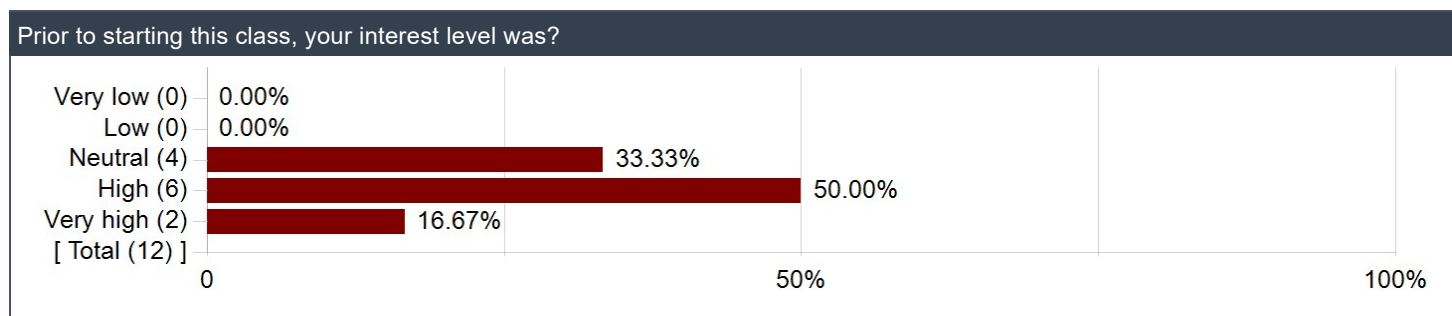
## How much did the following elements of the course contribute to your learning gains?

	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	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Writing Seminars	4.22	4.00	0.00%	0.00%	0.00%	77.78%	22.22%	0.00%

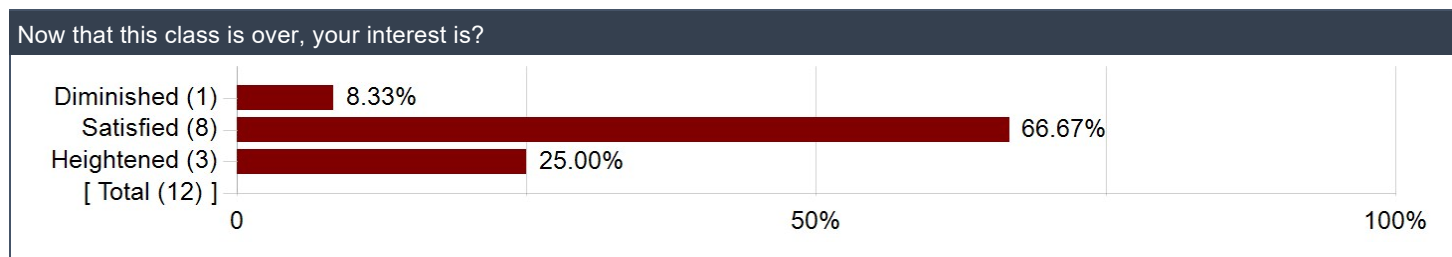
## Is this class a requirement of some sort?



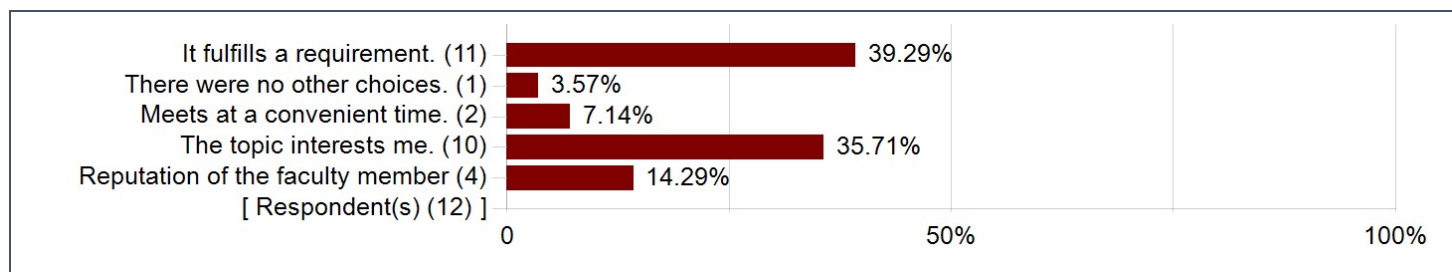
## Prior to starting this class, your interest level was?



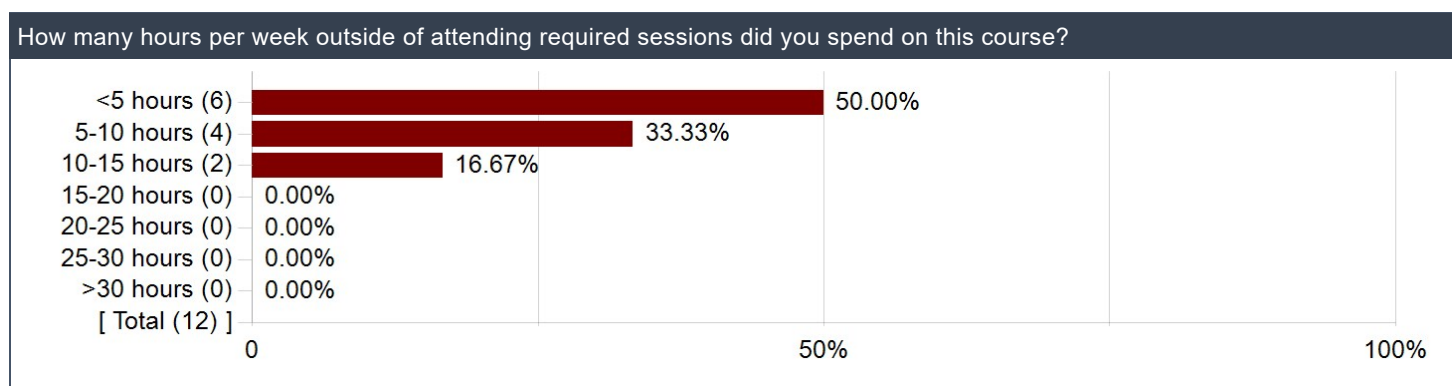
## Now that this class is over, your interest is?



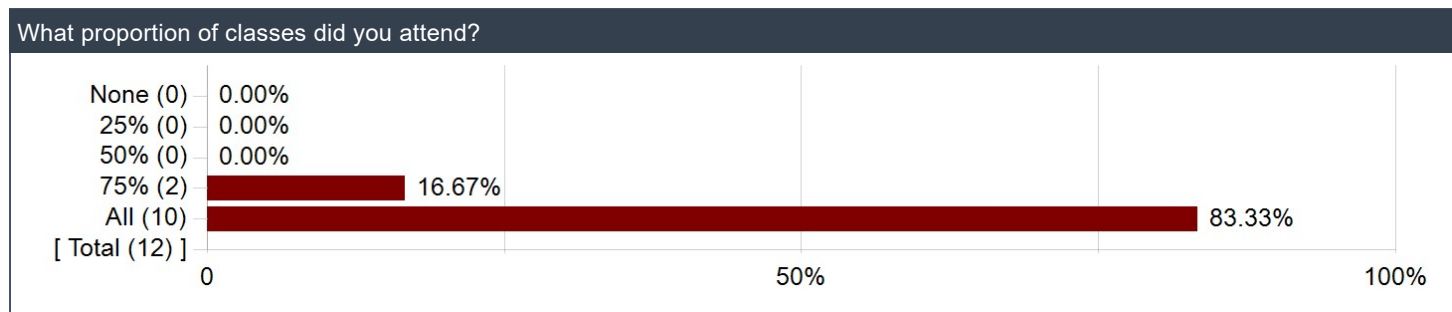
## Why did you choose to take this course? (Select all that apply)



## 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
There's only two papers in the entire quarter which is nice compared to other phil per classes with 4–5 papers per quarter. The grading seems alright, and the content is of a similar difficulty as the winter quarter.
I think the works we read in this class at times were very difficult at times – felt significantly more difficult than the previous two quarters of Phil Per.
Some of the texts are hard to understand. If you have taken philper 1–2 should be fine
I think my midterm paper was graded fairly. The course material is very dense (especially Marx/Hegel, and Kant).
The texts in the course were very difficult, but the actual writing aspect was about the same as the other philper HUM's.
Even after already having done the first two quarters of phil per, this class was still very difficult. The reading are tough tan take a lot of work to understand, but once you start to understand through a combination of reading and Zach's lectures, the course is amazing.
Good difficulty
Somewhat difficult
The class is much more difficult than the previous ones in the sequence, mainly because the readings are very tough to digest. However, Professor Loeffler helped out a lot in understanding them during class.