



HUMA 11600 2 - Philosophical Perspectives II - Instructor(s): Thomas Pashby

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

Number Enrolled: **17**

Number of Responses: **11**

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
I learned that I don't like philosophers and their opinions.
A lot about the nature of the existence of the mind and body. Gave me a sort of insight into the philosophies of the time period where science really top off.
Mind body seperation, perspective, primary senses, skepticism of the world
Metaphysics, skepticism, primary and secondary qualities
Read about Descartes and Hume's views, learnt to analyse philosophical arguments and refined my skills in arguing.
NA
Dissecting the works of Descartes and Hume, constructing rigorous philosophical arguments, valid vs sound arguments, precision (i.e. using the word substance vs matter, is cogito ergo sum a deduction or an intuitive truth)
How to analyze philosophical arguments and create valid counterarguments using philosophical reasoning

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

Comments
The discussions helped me understand the readings better.
The discussions were eh, I did not do a lot of the readings though. Do the readings if you can, it will make the class a lot more enjoyable.
I think discussion with my peers was the most helpful, I appreciated the writing on the chalkboard.
lectures helped clarify the readings
Lectures were mostly discussing content we had read and were useful to understand the most important aspects, writing seminars were very useful to receive feedback on outline and ideas.
The group discussions on a set of questions based on the readings and then when we would then come together as a class and the professor would talk through the questions
Writing seminars were very helpful.
Essays force you to read the text at the deepest level; lectures clarify terms utilized by Descartes/Hume/Berkeley and broader concepts
Lectures weren't super helpful; writing seminars offered good foundation before papers to feel prepared to tackle a prompt.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	3.73	4.00	18.18%	0.00%	9.09%	36.36%	36.36%
I understood the purpose of this course and what I was expected to gain from it.	3.18	4.00	18.18%	9.09%	18.18%	45.45%	9.09%
I understood the standards for success on assignments.	3.00	3.00	18.18%	18.18%	18.18%	36.36%	9.09%
Class time enhanced my ability to succeed in graded assignments.	2.73	3.00	27.27%	9.09%	36.36%	18.18%	9.09%
I received feedback on my performance that helped me improve my subsequent work.	2.91	3.00	18.18%	18.18%	27.27%	27.27%	9.09%
My work was evaluated fairly.	2.91	3.00	18.18%	9.09%	36.36%	36.36%	0.00%
I felt respected in this class.	3.27	4.00	27.27%	0.00%	9.09%	45.45%	18.18%
Overall, this was an excellent course.	2.73	3.00	18.18%	18.18%	45.45%	9.09%	9.09%

Additional comments about the course:

Comments
Did not feel respected at all after a particular incident. Made coming to class something very anxiety-inducing. When the class did not understand what was happening, instead of guiding us, comments were made about how we could not understand what was being asked. Lecture often had a confusing direction, if any. Lecture did not cover the whole subject at hand, made understanding the reading very difficult.
I wish we had not spent so much time on one single philosopher and read a few more different kinds of texts.
Phil Per, like most classes, very much depends on the professor. This professor is leaving the school next year so it does not matter, but I would like warn any of his future students if they can see this.
Pashby can be rather pedantic at times and turn discussion into a lecture that takes up most of class
I think that the material was organized in a bit of a confusing way that made it hard to follow at times, which meant lectures were sometimes unhelpful

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	36.36%	63.64%
Anyone interested in the topic	40.00%	60.00%

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

Comments
Having discussion questions and small groups so students feel more comfortable sharing.
Writing questions for class discussion, office hours
Providing discussion questions
Prof Pashby was very good at explaining any concept/argument we were talking about if one asked
The mini-lectures in between our group discussions
I cannot think of anything.
Writing out key ideas on the chalkboard; clarifying what is expected out of the papers
The instructor held discussion sections on the reading material during the class that helped get a grasp on the material before taking it to a larger discussion

What could the instructor modify to help you learn more?

Comments
Make the class more interesting.
Not make students feel bad for not understanding what was happening, act in a more professional manner towards students, clearer direction with lecture. It would also be good if Descartes was shortened, as that took up most of the quarter, as to permit other readings.
Maybe shift away from small group discussion as it might not lead to anything valuable, provide more perspective related to the essay topics.
Most things could be modified or improved. I'm sure the professor is a fine person, but I can only speak to my experience in his class. This is not an attack on his character for I know nothing of it, but I sincerely hope his previous classes and future classes have been/will be better.
He came to the first class as if he hadn't read the texts (because I'm pretty sure he hadn't) and his introduction was just generally unclear. He grades fine in the manner that there is a B+ average, but he is very unclear on how he is grading or what he is grading off of. A rubric of some sort would be nice considering he just gives out what feels like random percentage scores with a few comments that don't exactly inspire confidence that he close-read it. He gave one student a C on an essay and cited as one of his reasons (in a personal discussion) that he thought it was written by ChatGPT (I read it, and if anything its too informal and human; it was definitely not written by ChatGPT). He lectures (and I don't mean he actually lectures because he pauses, looks blankly, and rereads (or perhaps reads for the first time) the text so so so often) and asks questions to the class only when he has one specific, correct answer in mind—if he does not hear it, he will just ignore whatever is said to glare blankly at the wall until he decides to grace us with the answer that was so mind-numbingly obvious nobody could be expected to think of it as the answer. He hands out "discussion questions" that have many of the same issues. Yes, admittedly the class was rather quiet. However, I do not blame them—I think each of them is quite smart and could be very enthusiastic in discussions. In fact, as a part of their phil per class last quarter, I know this to be true. I don't know how anyone could be expected to talk with a professor who disincentivizes speaking to such a degree.
I have never before questioned my desire to major in philosophy. He has made me question not only my major but my interest in college and my general love of learning. I know other students who feel similarly.
Be more systematic about teaching/lecturing— it seemed like Pashby would assume we knew certain philosophical arguments/details when many in the class didn't, and then he would backtrack and somewhat haphazardly cover the background
Organizing course material with a more logical flow and perhaps giving a summary of some of the denser reading materials prior to starting them

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	2.82	3.00	18.18%	9.09%	45.45%	27.27%	0.00%	0.00%
Presented lectures that enhanced your understanding.	2.64	3.00	18.18%	18.18%	45.45%	18.18%	0.00%	0.00%
Facilitated discussions that were engaging and useful.	3.09	3.00	18.18%	0.00%	36.36%	45.45%	0.00%	0.00%
Stimulated your interest in the core ideas of the course.	2.82	3.00	27.27%	9.09%	27.27%	27.27%	9.09%	0.00%
Challenged you to learn.	3.27	4.00	18.18%	0.00%	27.27%	45.45%	9.09%	0.00%
Helped you gain significant learning from the course content.	2.82	3.00	18.18%	18.18%	27.27%	36.36%	0.00%	0.00%
Was available and helpful outside of class.	3.91	4.00	0.00%	0.00%	27.27%	54.55%	18.18%	0.00%
Motivated you to think independently.	3.55	4.00	9.09%	0.00%	27.27%	54.55%	9.09%	0.00%
Worked to create an inclusive and welcoming learning environment.	3.18	3.00	18.18%	9.09%	27.27%	27.27%	18.18%	0.00%
Overall, this instructor made a significant contribution to your learning.	2.73	3.00	18.18%	18.18%	36.36%	27.27%	0.00%	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
Katie Howe. She's very good at giving constructive criticism, but sometimes it's hard to understand how to align with what she wants and the professor wants.
They did well overall. Katie Howe.
Katie Howe
Katie Howe: Gave helpful feedback in writing seminars
Katie Howie was very helpful and discerning. I would have loved for her to have taught the class even.
Katie Howe; she's a nice person but frankly a terrible grader; she's even more pedantic/particular about grading than Pashby and seems to be actively searching for details she could criticize as opposed to considering the essay as a cohesive whole. Her and Pashby randomly split the essays they grade, and I found myself praying that Pashby would grade mine instead of her.

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.17	4.00	0.00%	0.00%	16.67%	50.00%	33.33%	0.00%
Gave you useful feedback on your work.	4.17	4.00	0.00%	0.00%	16.67%	50.00%	33.33%	0.00%
Stimulated your interest in the core ideas of the class.	3.67	3.50	0.00%	16.67%	33.33%	16.67%	33.33%	0.00%
Challenged you to learn.	3.83	3.50	0.00%	0.00%	50.00%	16.67%	33.33%	0.00%
Helped you succeed in the class.	4.00	4.00	0.00%	0.00%	33.33%	33.33%	33.33%	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.	3.83	3.50	0.00%	0.00%	50.00%	16.67%	33.33%	0.00%

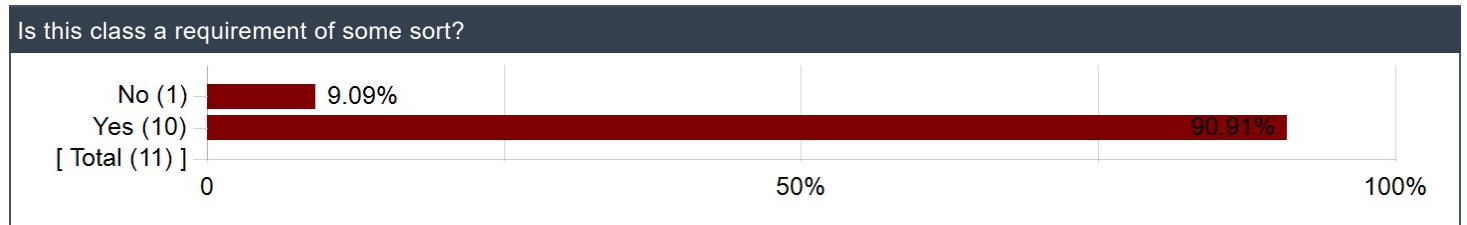
How much did the following elements of the course contribute to your learning gains?

	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	3.78	4.00	0.00%	22.22%	11.11%	33.33%	33.33%	0.00%

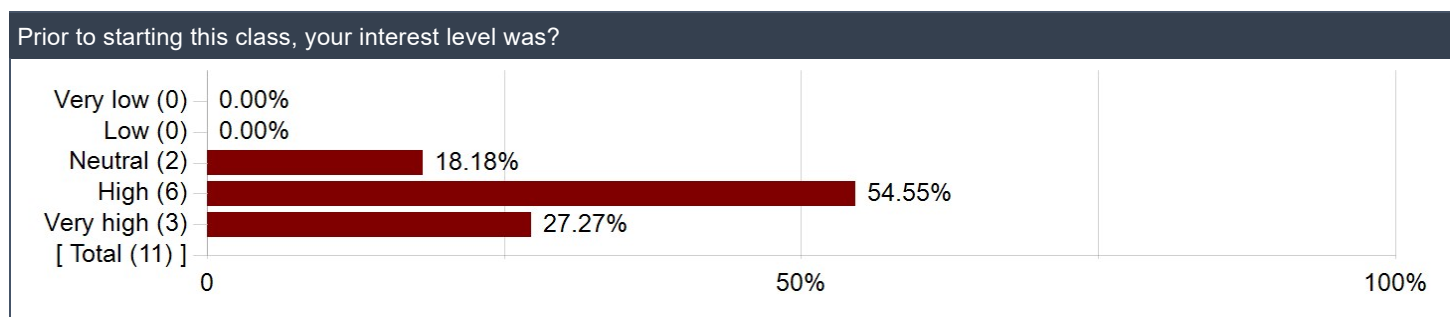
Other course elements not mentioned above:

Comments
None

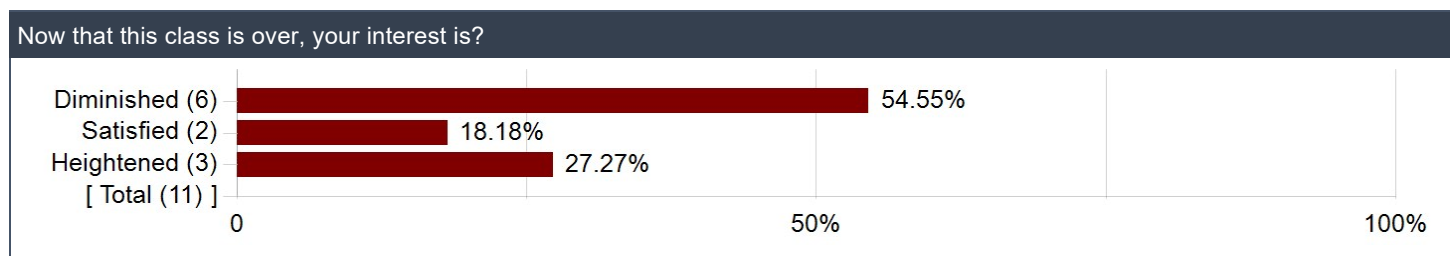
Is this class a requirement of some sort?



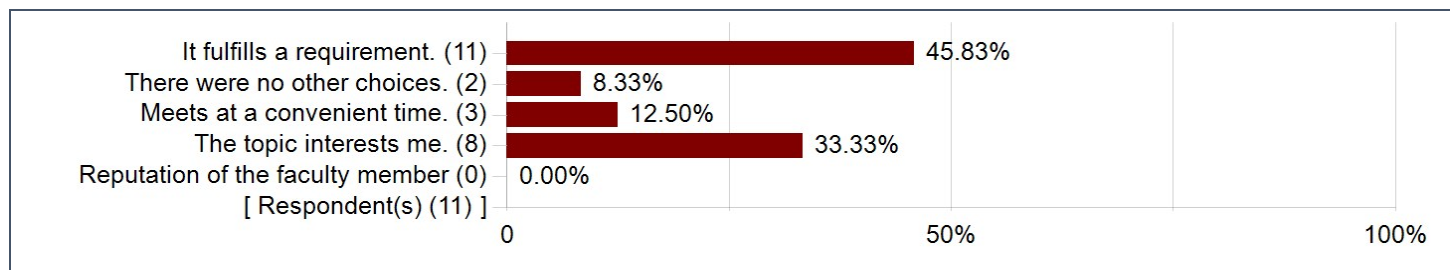
Prior to starting this class, your interest level was?



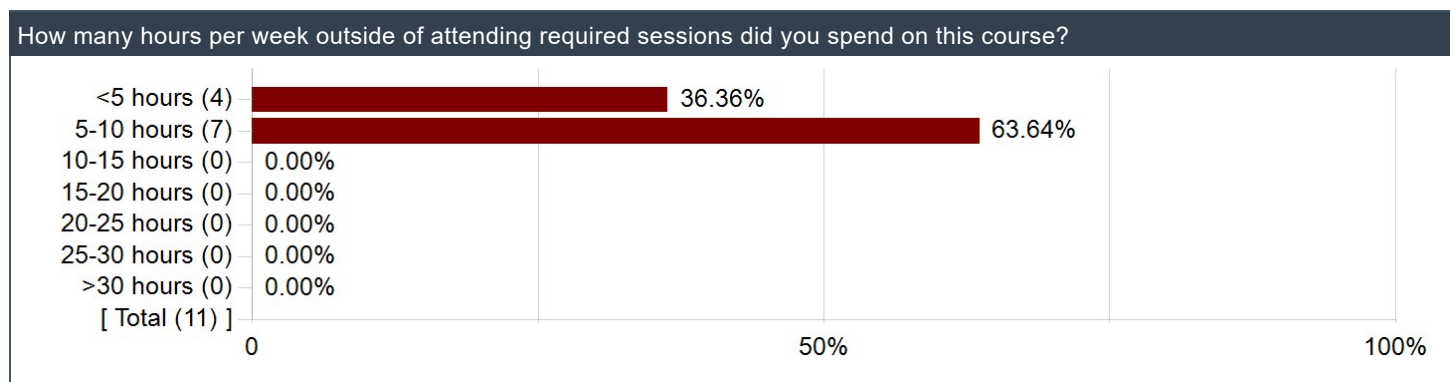
Now that this class is over, your interest is?



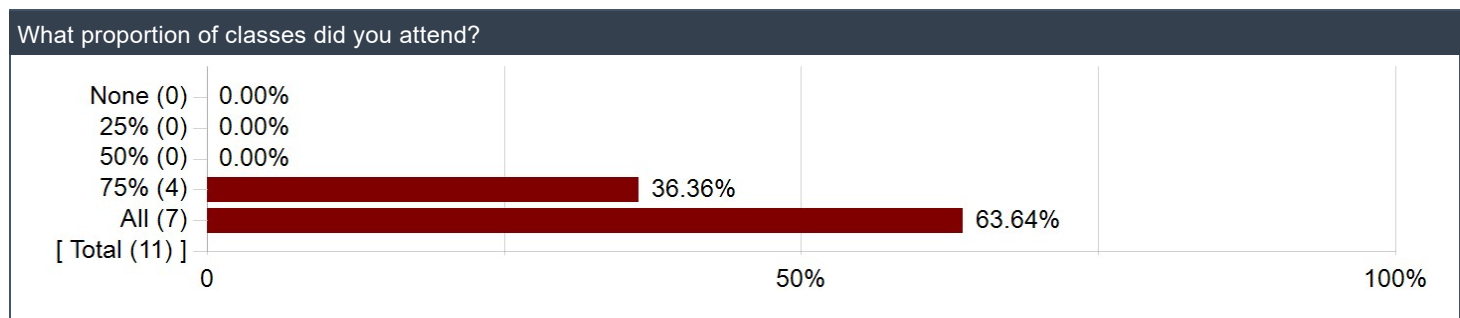
Why did you choose to take this course? (Select all that apply)



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
This is difficult, especially if you haven't written a philosophy paper before.
I've taken multiple philosophy courses prior to coming to the College at the college level from multiple institutions, I feel like the College does not succeed in conveying to professors HOW or WHAT is to be taught in a philosophy course. Additionally, I've found (since this is my second quarter of PP), that none of the PP professors have clearly articulated, guided, or assisted in understanding the readings in class. If you enjoy philosophy, take a class where the professor lectures more about the work and finds ecstasy in teaching, just don't take PP as a HUMA course.
Difficult to get the grade you want as nearly all that's graded are the 3 essays. If you're unlucky by getting graded by the professor, there is strict grading.
Similar difficulty to my past experiences
I don't think background or experience mattered at all, but I wouldn't portray that as a good thing.
It will be challenging but manageable if you are an exceptional writer. I found myself putting in 15–20 hours to write my essays (there are 3), while between essays there was essentially no homework beyond reading. There are definitely easier Professors to take to receive an A in, but if you find yourself with Pashby you'll likely find yourself learning a great deal by virtue of the high standards.
I think that it was accessible but without a super clear structure it was hard to follow at times