

# College Course Evaluations

## SOSC 11100: Power, Identity, Resistance-1

### Section 24 - Autumn 2015

**Instructor(s):** Craze, Joshua

**Number Enrolled:** 20

**Number of Responses:** 11

### Evaluation Comments

#### What were the instructor's strengths? Weaknesses?

- Very interesting professor. At first would not explain things terribly well, because he would assume we could understand the texts better than we actually could, or see logical steps he had skipped, but this got better over the course of the quarter. Not very clear/contradictory in terms of instructions and feedback on essays.
- My instructor was very good at engaging us in the class and in helping us understand the texts we read. He also helped us thoroughly analyze the texts and understand the function of the authors in writing the texts. I think that he maintained a nice balance between explaining the texts to us and giving us the opportunity to explain and speak. I really appreciated how he made an effort to ensure that everyone had a chance to participate in class.
- JOSHUA IS V V COOL. Love the British accent on the one hand, on the other, he is eloquent in a way that makes Marx so much clearer. It's a pleasure to sit in his class and listen to him respond to student comments and explain things that we just don't get. Excited for two more quarters.
- Strengths: Absolutely brilliant. Could very well be a professional comedian. This man always knows exactly what we are trying to say, and more importantly, always knows exactly what the book is trying to say. Perhaps even more than the author... He has made me love the material, more so than any other class I've taken--and I've taken a good deal thus far. Weaknesses: Very demanding w/high expectations, which is good (overall), but hard to fulfill as a busy student. Sometimes, he's a bit too smart, in making our questions seem more intelligent than they would otherwise be. For this, I would say: "You have followed the movements of your heart... and I fear it will be found that you flatter us too much; you represent us as we ought to be, and not as we are."
- Strengths -Joshua had a good balance of taking student input and interpretation of the text while also guiding us in the discussions. -The essay prompts were always amazing and creative. I have never had more fun writing a 2,000 word essay. Weaknesses -Very helpful during office hours -The trade-off for having great discussions was we wouldn't always cover the readings in our discussions sections. This quarter we ended up skipping an entire text as a result.
- Professor Craze commands dominant knowledge of all works read. He is obviously engaged in the readings and, again, I cannot emphasize how well he knows the works. This enables him to teach the material in a very detailed and thorough manner. He also crafts helpful metaphors to help us better understand the works.
- Prof. Craze was very knowledgeable and very enthusiastic about both the subject and teaching. He made sure to offer plenty of office hours/time outside of class to go over readings, essays, etc. and always made discussions interesting. His only weakness was maybe the fact that we didn't usually get through all the reading in class (that's also a plus in some ways because we got to go over what we did have time for in much finer detail).
- Prof. Craze was generally very enthusiastic about the material and tried his best to help us through it. It took a while for the class to find its feet, so to speak, but I don't really know how much of that was his fault.

**What were the teaching assistant's or writing intern's strengths? Weaknesses?**

- Would have been interesting to hear more from her, and have Kelsey participate in our class discussion too, as the one class she led was actually very helpful and insightful
- N/A
- Extremely kind and understanding. Extremely helpful in giving advice and comments. The class she taught didn't go as smoothly as possible, that's more the fault of the students (in being overloaded by reading) than her fault.
- Strengths -Kelsey Robbins comments on my essays were very helpful! I appreciated her in depth comments on what I was doing well and what I should be working to improve -Kelsey had nice availability throughout the quarter Weaknesses -Kelsey led a discussion session once and I don't think the discussion went as in depth as our other discussions, but it was still an informative discussion.
- I would encourage her to speak more in class. Her comments were extremely helpful in office hours.
- Kelsey didn't speak very much in class, but she was really helpful in office hours.
- N/A

**What, if anything, what would you change about this course and why?**

- A little less reading, more time to talk about the related texts and external things that were brought up
- I would perhaps not assign Rousseau's Discourse on Political Economy. We didn't end up discussing it in class because we spent so much time on Rousseau's Discourse on Inequality, and I think that was the right choice.
- Nothin'. Well, maybe slight less reading? Since we never get through all of it... and UChicago is such a busy place...
- Fewer reading. Quality, not quantity--as they seem to be inversely proportional here. Unless, of course, if you give us more time...
- I think ECON 210 should spend less time on basics of regression and spend more time on other applications. This section spent the first half of the quarter on SLR and MLR and that didn't leave enough time to cover FD/FE/RE/etc in more depth.
- Josh leads the course very well. I wouldn't change very much about the course.
- Nothing really.
- Perhaps, I would say, be clearer about expectations for students at the beginning not the things on the syllabus like academic honesty and doing the work and whatever, I mean, but expectations for how we are supposed to read the texts and discuss them in class, because I think the beginning of the quarter would have been much more productive if people had had a better idea of that.

**Is there any topic in this course that you wished you had had previous background in?**

- Philosophy
- I think it might have been beneficial to know a little bit more about European history, but for the most part I think my background was sufficient.
- Nope
- Philosophy and economics. I have background in neither.
- I wish I was more familiar with Marx because of how dense he is, but the discussions helped to clarify a lot.
- No.

- No.
- European history, perhaps? But there's not much that can be done about that now is there.

**Which texts were most useful?**

- Wealth of Nations, Kapital
- I thought Rousseau's Discourse on Inequality, The Wealth of Nations, and Capital were all pretty useful.
- All. Literally love all of them.
- All of them.
- All (Rousseau's Discourses on Inequality and Political Economy, Smith's Wealth of Nations, and Marx's Capital) were useful as foundational texts of modern political thought.
- Rousseau and Marx
- All of them. (This isn't really a question I can answer at this time)

**Which least?**

- Rousseau's discourses
- I thought Rousseau's Discourse on Political Inequality was not very useful.
- Perhaps Smith--as it was a bit dry.
- None
- Smith?
- All of them. (This isn't really a question I can answer at this time)

**How productive was class discussion?**

- Very productive, but sometimes we would get bogged down in details or things people would not understand, so perhaps Professor Craze could try to give us some of the answers when we get stuck to help us move at a faster pace and not fall behind schedule
- Class discussion was very productive. We didn't always get through everything we were trying to get through, but our conversations were always productive; whenever we didn't get through what we were supposed to in class, it was because we were working on thoroughly understanding the text.
- Pretty productive! Josh was very good at encouraging everyone to talk and made it feel like a safe space.
- Extremely. I would be so lost without it.
- Class discussions were very productive. Joshua was very good at keeping us on track in our discussions and incorporating student questions to broaden everyone's understanding of the course. I often referred to my discussion notes when writing my papers. I liked that we posted paragraphs online on what we wanted to discuss because it kept me accountable.
- Discussion always advanced our knowledge of the very complex works we discussed. Josh always tried to get everyone involved and would ensure our discussions stayed topical.
- Very. I found myself thinking about the readings and that day's discussion a lot even after leaving the classroom.

- It got increasingly more productive as the quarter went on, once people started to get an idea of how to actually discuss the books we were reading. Prof. Craze also got better at redirecting the people in the class who tended to say irrelevant things.

### How has this course contributed to your education?

- Exposed me to texts I would never have read otherwise
- It has given me a much more thorough understanding of capitalism and of Smith's and Marx's opinions of capitalism. Furthermore, it has much improved my ability to read and understand such texts.
- Feel so much smarter now. Understanding Marx is such an achievement. Rousseau also has greatly impacted certain views I have about the world. Smith, well, we get to see where modern economics comes from which is pretty cool.
- Extremely. This course, of all the courses I've taken, makes me \*feel\* educated. None of the 15 or something science courses have done the same--perhaps even the opposite as they've made me aware of how much I don't know. I understand why this course is crucial in obtaining a core education.
- I have a better understanding of concepts that I have only glossed over in high school. Additionally, I feel more confident in structuring arguments.
- This course has given me a broader background in different streams of political thought and ideologies, and I feel prepared to apply the arguments made in the works as well as counter them. As a person who would like to work in government and become involved in politics, this course has been extremely insightful and entertaining.
- It made me weigh and consider everything a bit more; always a good thing.
- I would say this is the first real humanities course I've taken at this school, so it's exposed me to material I otherwise wouldn't be involved with. That being said, it hasn't given me any brilliant insights or flashes of inspiration, but perhaps that in and of itself should teach me something...

### Why did you take this course?

Core requirement	7 / 64%
Instructor Reputation	5 / 46%
Faculty member recommended it	0 / 0%
Concentration Requirement	1 / 9%
Meets at a convenient time	5 / 46%
A student recommended it	2 / 18%
Topic interests me	5 / 46%
Concentration elective	0 / 0%

**In summary, I had a strong desire to take this course**

Strongly Agree	6 / 55%
Agree	3 / 27%
Neutral	0 / 0%
Disagree	0 / 0%
Strongly Disagree	0 / 0%

**How many hours per week did you spend on this course?**

Low Answer	6
Average Answer	8.9
High Answer	15

**What proportion of classes did you attend?**

All	8 / 73%
75%	1 / 9%
50%	0 / 0%
25%	0 / 0%
None	0 / 0%

**Were the time demands of this course reasonable?**

Yes 8 / 73%

No 1 / 9%

### The Instructor

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Organized the course clearly.	0%	0%	0%	0%	36%	<b>46%</b>
Presented clear lectures.	18%	0%	0%	18%	9%	<b>36%</b>
Held my attention and made this course interesting.	0%	0%	0%	9%	0%	<b>73%</b>
Stimulated and facilitated questions and discussions.	0%	0%	0%	9%	9%	<b>64%</b>
Responded well to student questions.	0%	0%	0%	0%	18%	<b>64%</b>
Was available outside of class.	0%	0%	0%	9%	0%	<b>73%</b>
Was helpful during office hours.	0%	0%	0%	9%	18%	<b>55%</b>
Motivated independent thinking.	0%	0%	0%	9%	27%	<b>46%</b>

### The Readings

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Fulfilled the objective of the course.	0%	0%	0%	9%	9%	<b>64%</b>
Were reasonable in number.	0%	0%	9%	9%	18%	<b>46%</b>
Were appropriately difficult.	0%	0%	0%	0%	9%	<b>64%</b>

**Approximately how much of the reading did you do?**

	<b>N/A</b>	<b>None</b>	<b>25%</b>	<b>50%</b>	<b>75%</b>	<b>100%</b>
	0%	0%	0%	0%	<b>46%</b>	36%

**The Assignments**

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
How helpful were the lectures and discussions in preparing for exams and completing assignments?	9%	0%	0%	0%	18%	<b>55%</b>
How appropriately were the requirements of the course proportioned to course goals?	0%	0%	0%	18%	9%	<b>55%</b>
How well did the requirements contribute to the goals of the course?	0%	0%	0%	9%	18%	<b>55%</b>
How timely and useful was feedback on assignments and exams?	0%	0%	0%	0%	27%	<b>55%</b>
How fairly were the assignments graded?	0%	0%	0%	9%	9%	<b>64%</b>

**Overall**

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
This course met my expectations.	0%	0%	0%	9%	18%	<b>55%</b>
This course provided me with new insight and knowledge.	0%	0%	0%	9%	18%	<b>55%</b>
This course provided me with useful skills.	0%	0%	9%	9%	18%	<b>46%</b>

The content of this course was presented at an appropriate level.	0%	0%	0%	18%	9%	<b>55%</b>
I put my best effort into this course.	0%	0%	0%	0%	27%	<b>55%</b>
The class had a high level of morale/enthusiasm.	0%	0%	0%	27%	9%	<b>46%</b>

### The Teaching Assistant(s)

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Were available outside of class.	9%	0%	0%	0%	27%	<b>46%</b>
Were helpful with assignments.	18%	0%	0%	9%	<b>27%</b>	<b>27%</b>

### Discussion Sections, Problem Sessions, Writing Tutorials

	<b>N/A</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Were well coordinated with this course and contributed to it.	<b>46%</b>	0%	0%	0%	9%	27%
Provided well-designed materials.	<b>64%</b>	0%	0%	0%	0%	18%