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- Modern Political Thought
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The primary reason I am pursuing a career in academia is because I love interacting with students as a teacher and a mentor. My goal is to help students become life-long learners and to develop the skills of theoretical analysis to support that. I have had the opportunity at UC Berkeley to teach a wide array of classes to students with diverse backgrounds and abilities. I have learned to lead classrooms in ways that challenge and support both those best prepared and those under-prepared for college-level political science.

The study of the history of political thought offers students of political science opportunities to reveal underlying assumptions and destabilize beliefs. In my classes, my students and I work together to contextualize theories and parse arguments, but most importantly students learn how to puzzle together through fraught issues. To learn collaboratively and non-combatively involves the difficult but joyful process of learning that taking the material seriously can entail saying “I don’t know,” as well as changing one’s mind. In class, my students build new standards of analytic rigor and exploration, and through those, curiosity and new confidence in their abilities.

On the first day of a new class, we do a close reading together of one or two paragraphs, copies of which I distribute in class. I use this close reading to discuss my expectations for how carefully students must read and how to question the ideas presented to them. Then, in the first weeks of any course I teach, students are required to come and meet with me in my office hours. The aims of these meetings are (a) to form relationships with students as swiftly as possible in order for me to get to know them and the expectations and anxieties they’re bringing into the class, and (b) to encourage students who are not used to seeing instructors outside of class to get in the habit of coming to office hours. This helps to counterbalance the self-selection among students who tend to seek help in office hours and cuts across family background, class, personality type, and gender, to encourage all students to advocate for themselves as learners and benefit from individual instruction. Especially at a large university such as UC Berkeley, many students are unaccustomed to being known personally by their teachers, and one-on-one learning together can make a huge difference in a student’s commitment to the class and greatly affect how a student responds to a setback.

My teaching strategy is to read along with students in class, raising questions about the text. The goal is for students to read with a sense of generosity toward the writers, to genuinely try to understand where these theorists are coming from and what they are trying to achieve, so that students can then offer nuanced interpretations and critiques. I assign relatively little reading each week and I write optional reading questions on the board each class to help students find a way into the text for the next class.

A frequent classroom activity of mine is to prepare a worksheet of detailed questions, break the class up into small groups, and assign them each a different question on the worksheet. I give them a short amount of time to find and review the relevant passages and answer the question together. I tell the class I will choose someone at random from each group to act as spokesperson, and to let them know that those who hadn’t already spoken during full-class discussion should be particularly prepared to be called on. I sit in on each group for about a minute each. If one group is done early I will pepper them with questions until they more thoroughly answer their question. Then we

all come together and I call on someone from each group to answer their group's question. Because they all have the worksheet in front of them, and they have all answered different questions, the rest of the class is highly motivated to hear and understand the other groups' answers. I ask many follow up questions to open up the answers they give and ask students in other groups to chime in as well. We move around the room somewhat quickly to cover all the questions. Depending on the size of the class and the time allowance, this may transition into a whole-class discussion of the text at hand, or we might go back into small groups for another round of answering questions.

I find this mix of whole-class discussion and small group work keeps the classroom dynamic and encourages engagement from students who might otherwise feel shy or disinclined to participate. Small group work in such short bursts supports focused collaboration and has all the benefits of learning through dialogue with peers without the tendency, as in longer discussion periods, for conversation to wander away from the assignment.

As an instructor, I focus on teaching critical reading skills and analytic rigor. One way I elucidate some of the moral and political questions that arise in the text is by drawing on contemporary examples. When teaching John Stuart Mill's *On Liberty* and his theory of individual freedom and the harm principle, I drew on instances in public policy and court cases such as *Lawrence v. Texas* (2003) to foster debate over how society ought to navigate harm, public morality, and individual freedom. Many of my students are political science majors who have never previously taken a philosophically oriented course, and so introducing a variety of material can help draw out students and push them to make connections to the texts.

Throughout the semester, I work with students to improve the quality of their written arguments, beginning well before their papers are due. For example, I always host a 'writing workshop' when they begin writing their first papers, in which I discuss how to transfer the activities from class (breaking down arguments, understanding the context of a theory in order to defend and/or critique it) to a written argument. From the reading questions I assign for every class session and the worksheets we do together in class, we pull from puzzles we've already solved together in the semester to begin to construct arguments for their papers. We write rough draft introductory paragraphs together in some classes, while in others I have required that every student come to me with an introductory paragraph and thesis statement a week before the due date.

As a lecturer to larger classes, I always require students to bring their texts to lecture, as we spend a great amount of time with the readings. I contextualize the work for them and walk through difficult arguments with them, but intersperse lecturing with posing open-ended questions to the class and lengthy stretches of Q&A.

Through these different activities, I aim to teach students how to uncover assumptions underpinning political claims, develop and deepen their ideas in dialogue with one another, strengthen their analytic reasoning, and embolden their curiosity and their drive to question political and theoretical issues.

Teaching Experience

Lecturer (UC Berkeley, Political Science Dept.)

As lecturer and instructor of record for these courses, I created the syllabi, lectured three times a week, met with students and advised my teaching assistants on a weekly basis about how to run their discussion sections and how to evaluate the students' work.

Renaissance and Early Modern Political Thought (Fall 2018, 108 Students)

Modern Political Thought (Spring 2018, 162 Students)

Graduate Student Instructor (Teaching Assistant, UC Berkeley, Political Science Dept.)

As a Graduate Student Instructor (GSI), I was responsible for two weekly classes in which I reviewed material from lectures and reading and led the class in collaborative small-group learning exercises. I also graded all papers and exams and gave extensive written feedback to students and worked with them in weekly office hours to improve their writing and critical analysis.

Ancient and Medieval Political Thought, Prof. Daniel Lee (Fall 2017, 54 Students)

Guest lecture: "Aristotle's constitutions (*Politics* Book IV Chs. 2-4, 8-12)"

Ancient Political Thought, Prof. Kinch Hoekstra

(Fall 2014 and Fall 2012, 54 Students)

Guest lecture: "Plato's *Republic* Book II"

Early Modern Political Thought, Prof. Shannon Stimson (Spring 2014, 54 Students)

Guest lecture: "Thomas Hobbes's *Leviathan* and the Laws of Nature"

Gender and International Human Rights, Prof. Helene Silverberg

(Fall 2013, 54 Students)

Introduction to Political Theory, Prof. Sarah Song (Spring 2013, 54 Students)

Guest lecture: "Susan Moller Okin's Feminist Critique of John Rawls"

Teaching Assistant (Tufts University, Political Science Dept.)

For these courses, taught by Prof. Rob Devigne, I held bi-weekly review sessions, weekly office hours, and graded papers and exams.

Introduction to Modern Political Thought (Spring 2009, Spring 2008,)

Rousseau's Political Philosophy (Spring 2009)

Nietzsche's Political Philosophy (Fall 2008)

Liberalism and Its Critics (Fall 2008)

Summary of Teaching Evaluations

At the end of this portfolio are the complete evaluations from my two most recently taught courses. In addition, I am more than happy to provide the complete student evaluations for any and all courses I have taught.

Lecturer Evaluations

As lecturer I created the syllabus, set assignments, gave all lectures, and met weekly with students as well as with my teaching assistants.

Modern Political Thought (Spring 2018, 162 Students)

Selected Quantitative Questions	Mean (out of 7)	Departmental Mean
How would you rate the overall effectiveness of this instructor?	6.35	5.95
The instructor presented content in an organized manner	6.19	6.05
The instructor explained concepts clearly	6.35	6.02
The instructor was helpful when I had difficulties or questions	6.42	6.01
The instructor provided clear constructive feedback	6.16	5.8
The instructor encouraged student questions and participation	6.77	6.3
The course was effectively organized	6.21	5.99
The course developed my abilities and skills for the subject	6.09	5.9
The course developed my ability to think critically about the subject	6.25	6.01

Selected comments:

- “. . . A subject I used to hate has become my new favorite field of study in Political Science. In addition, Professor Wagner's lectures very efficiently present the information and also push you as a student to reflect on yourself and your own understanding of things. No one is left out in Professor Wagner's class, and it is clear she is constantly ensuring that the environment is inclusive of everyone. This class has truly been a pivotal point in my academic journey and has changed me as a student for all my classes. My personal life has put a lot of strain on my wellbeing, but coming to Professor Wagner's class always felt like a reprieve from the factors compromising my wellbeing. If I could take this course again or any course with Professor Wagner I would do so in a heartbeat.”
- “The instructor was very effective, she presented concepts in an organized manner, and often pulled quotes from the material. She was able to explain both the quotation at hand and the context of it within the broader scope of the material. She heavily encouraged student interpretation and questioning of the material, which is a particularly helpful method in a political theory class. She also effectively used a style of lecture that I'm not typically fond of, so credits to the professor in that respect.”

- “The professor was by far the highlight of the course. The selected readings were all very dense—albeit necessary parts of the theoretical canon—and Rosie made it all much more manageable to digest and make connections within the readings and between the different theorists.”
- “The professor is super enthusiastic about political theory, which is helpful for someone like me who hates theory! It really helped me enjoy the class more and develop a new appreciation for this area of study.”
- “Professor Wagner is a dynamic lecturer and genuinely seems to care about student success, participation, and understanding. She explains concepts very well, and effectively translates dense information to the class.”
- “I found Professor Wagner to really provide an inclusive space for questions, concerns, and argumentation in lecture — discussions were often thoughtful and perspective-altering. Explanations were clear and almost always instructive and illuminating.”
- “The strength of this course lies within the lecturing abilities of Rosie. She is so clearly passionate about political theory and the specific theorists that we are reading about, and this passion is conveyed in how animated she is in lectures and her vast knowledge of the subject. I do not think there has ever been a question that Rosie has stumbled on and she commands the respect of the entire room. Rosie has a great blend of engaging lectures and audience engagement, which ultimately makes her lectures equally interesting and useful.”
- “Professor Wagner was incredibly well prepared for every lecture. All writers/philosophers were introduced and explained succinctly and clearly. Readings were substantial enough to keep me engaged but not overwhelming; the most difficult parts of the texts were gone over in detail in lecture or section.”
- “Wagner is a great lecturer. She is engaging and funny and witty, and is visibly excited about what she teaches. Political theory can be dry if not presented well, and Wagner makes theory something I look forward to learning. Her lecture style, her curiosity, and her helpfulness with questions/clarifying are what I consider to be the strengths of this course.”

Graduate Student Instructor (GSI) Evaluations

As a Graduate Student Instructor (GSI) I was responsible for two discussion sections that met weekly and all grading for those students: the quantitative answers are broken down by sections and a selection from the qualitative responses from both sections is below.

Ancient and Medieval Political Thought, Fall 2017

Ancient and Medieval Political Thought, Fall 2017, Section 104	Mean (out of 7)	Departmental Mean
How would you rate the overall effectiveness of this instructor?	6.75	6.07
The instructor presented content in an organized manner	6.5	5.97
The instructor explained concepts clearly	6.7	5.87
The instructor was helpful when I had difficulties or questions	6.68	5.9
The instructor provided clear constructive feedback	6.85	5.65
The instructor encouraged student questions and participation	6.85	6.19
The course was effectively organized	6.4	5.91
The course developed my abilities and skills for the subject	6.4	5.78
The course developed my ability to think critically about the subject	6.4	5.87

Ancient and Medieval Political Thought, Fall 2017, Section 103	Mean (out of 7)	Departmental Mean
How would you rate the overall effectiveness of this instructor?	6.62	6.07
The instructor presented content in an organized manner	6.71	5.97
The instructor explained concepts clearly	6.62	5.87
The instructor was helpful when I had difficulties or questions	6.67	5.9
The instructor provided clear constructive feedback	6.67	5.65
The instructor encouraged student questions and participation	6.76	6.19
The course was effectively organized	6.38	5.91
The course developed my abilities and skills for the subject	6.24	5.78
The course developed my ability to think critically about the subject	6.38	5.87

- “Rosie is very helpful when you ask her a question about the readings. She makes you feel as an equal, rather than her student. She gives constructive criticism, and makes you push yourself to write better papers! Rosie is always upbeat and finds new ways to make the readings make more sense to her students.”
- “Rosie is super enthusiastic about the material, which I appreciated. The material itself can be kind of dry, so her excitement definitely make[s] the material more interesting. Also, her feedback on my papers has been very helpful. It was all spot on.”

- “She is always energetic in the early mornings and passionate about the subject she's teaching. She is very organized and easy to understand. She's extremely helpful at office hours and answered my questions directly and thoroughly.”
- “Rosemarie is an extremely effective, insightful, and helpful GSI. She goes above and beyond to help her students. She has consistently extended her office hours to help us with our papers, and she is always willing to help you with course materials.”
- “Very clear explanation of ambiguous topics, lively and cheerful which helped students be more engaged.”
- “The GSI was extremely accessible and good at giving feedback on papers — as well as discussing complex concepts from the course in more easily understandable terms. Discussion section had a good variety of material breakdown/review, discussion questions, and small group activities to better interact with the political theorists covered over the course of the semester.”

Ancient Political Thought, Spring 2015

Ancient Political Thought, Spring 2015, Section 101	Mean (out of 7)	Departmental Mean
How would you rate the overall effectiveness of this instructor?	6.55	6.02
The instructor presented content in an organized manner	6.3	5.98
The instructor explained concepts clearly	6.4	5.94
The instructor was helpful when I had difficulties or questions	6.75	5.92
The instructor provided clear constructive feedback	6.45	5.69
The instructor encouraged student questions and participation	6.63	6.24
The course was effectively organized	6	5.89
The course developed my abilities and skills for the subject	5.85	5.78
The course developed my ability to think critically about the subject	6.21	5.89

Ancient Political Thought, Spring 2015, Section 102	Mean (out of 7)	Departmental Mean
How would you rate the overall effectiveness of this instructor?	6.33	6.02
The instructor presented content in an organized manner	6.28	5.98
The instructor explained concepts clearly	6.28	5.94
The instructor was helpful when I had difficulties or questions	6.44	5.92
The instructor provided clear constructive feedback	6.28	5.69
The instructor encouraged student questions and participation	6.71	6.24
The course was effectively organized	5.94	5.89

The course developed my abilities and skills for the subject	6.06	5.78
The course developed my ability to think critically about the subject	6.17	5.89

- “Rosie is a great GSI. She really wants you to learn the material and makes an effort to get to know you and gauge your comfort with the class. Discussion section is always well-organized. She is positive.”
- “Instructor was very passionate and knowledgeable about the subject - it made me want to learn as much as she had.”
- “Rosie had a good mix of group work and larger discussion. She was seriously the best GSI, really knew the material and was ALWAYS excited to discuss it and really seemed like she enjoyed being [in] class. She also gave really good, constructive feedback on the papers, and gave a lot of it, which I always appreciate. This was my first theory course and it was definitely difficult but the amount of reading was manageable and both Prof. Hoekstra and Rosie were extremely supportive and helpful.”
- “Our GSI did a wonderful job simplifying very complex concepts, on the one hand, but also challenging us to think critically, on the other. The section was very discussion-heavy, and it felt like I was constantly being pushed to think about the texts, rather than hearing one person's interpretation. Additionally, Rosie's use of group work really allowed a lot of voices to start com[m]ingling, and it was always fun to tease out different aspects of the texts with other individuals and then share to the class. In terms of papers, Rosie was very transparent about what constituted a good grade, and her constructive feedback proved incredibly valuable, as she gave me clear steps to take to improve my grade from paper #1 to paper #2. I really can't express how important and valuable her personability is in making the material accessible and also engaging with students to realize their best critical thinking/writing skills.”
- “The GSI put a noticeable amount of effort into encouraging participation from all students through a mixture of group activities and engaging discussion which provided a strong base for discussion and learning. The GSI's knowledge on the material is outstanding and provides an extremely rich resource for the students especially when the amount of effort that the GSI was willing to put in to assisting students improve. I can look back with certainty that I improved as a student directly as a result of the GSI's efforts.”
- “Rosie is the best! I totally understand why she got GSI of the year! I don't even like political theory but she made this class bearable. She is very engaging and easy to listen to. You can really tell she is passionate about what she is teaching because she has so much outside knowledge as well. Her office hours are super helpful, I go all the time to ask for help on essays. She

is a pretty fair grader too, tough but fair and honest. She has definitely helped me become a better writer. She's a great listener as well, which goes a long way in a theory class where people talk a lot about philosophical arguments.”

Early Modern Political Thought, Spring 2014

Early Modern Political Thought, Spring 2014, Section 105	Mean (out of 5)
Well-prepared and organized for each session	4.9
Self-confident, thorough knowledge of course material	4.9
Encourages questions and/or class discussion	4.9
Answers questions directly and accurately	4.7
Holds regular office hours and is accessible	4.7
Is dynamic and enthusiastic	4.8
Has genuine interest in students	4.8
How would you rate the overall effectiveness of this course?	4.8
How worthwhile was the discussion section in furthering your understanding?	4.8

Early Modern Political Thought, Spring 2014, Section 106	Mean (out of 5)
Well-prepared and organized for each session	4.8
Self-confident, thorough knowledge of course material	4.9
Encourages questions and/or class discussion	4.8
Answers questions directly and accurately	4.7
Holds regular office hours and is accessible	4.8
Is dynamic and enthusiastic	4.7
Has genuine interest in students	4.7
How would you rate the overall effectiveness of this course?	4.7
How worthwhile was the discussion section in furthering your understanding?	4.7

- “Rosie is absolutely amazing. She is clear and knows the material inside and out. She genuinely cares about us and wants us to get the most out of class.”
- “This is my sixth political science course at Cal and none of my GSIs have come close to how amazing of a teacher Rosie is. I really hope she goes on to teach because she’s a natural.”
- “Very knowledgeable and enthusiastic. Friendly, charismatic, and easy to understand. She covered a lot of material and was unbelievably helpful. One of the best GSIs I’ve had! And she shows deep interest in the texts.
- “Rosie came into every single section well-prepared and ready for discussion. She spoke very clearly and did a good job at breaking down the very dense

and complex material. She encouraged critical thinking as well, of course, not just giving us lecture style discussion section. She also would send out emails prior to (most) sections on what to be prepared for.”

- “Rosie was great – I seriously think she is the best GSI I ever had at Cal (I’m graduating, so I have some experience).”

Gender and International Human Rights, Spring 2013

Gender and International Human Rights, Fall 2013, Section 101	Mean (out of 5)
Well-prepared and organized for each session	4.4
Self-confident, thorough knowledge of course material	4.8
Encourages questions and/or class discussion	4.9
Answers questions directly and accurately	4.5
Holds regular office hours and is accessible	4.9
Is dynamic and enthusiastic	4.9
Has genuine interest in students	4.6
How would you rate the overall effectiveness of this course?	4.7
How worthwhile was the discussion section in furthering your understanding?	4.1

Gender and International Human Rights, Fall 2013, Section 102	Mean (out of 5)
Well-prepared and organized for each session	4.6
Self-confident, thorough knowledge of course material	4.7
Encourages questions and/or class discussion	4.8
Answers questions directly and accurately	4.6
Holds regular office hours and is accessible	4.6
Is dynamic and enthusiastic	4.9
Has genuine interest in students	4.8
How would you rate the overall effectiveness of this course?	4.6
How worthwhile was the discussion section in furthering your understanding?	4.2

- “Rosie is enthusiastic about class and her lessons were clear, grabbed students’ attention (even early in the morning) and were a great accompaniment to lecture.”
- “Rosie is awesome. She makes the material and readings easy to understand. This discussion section has been very useful in my understanding of the course material. It is very comprehensive and detailed.”
- “Always knew the information thoroughly and challenged me to think of different perspectives.”

- “Rosie’s energy and genuine concern made coming to section much more interesting. She always posed thought-provoking questions and was easy to understand.”

Introduction to Political Theory: What is Justice?

	Mean (out of 5)
Introduction to Political Theory: What is Justice? Section 104	
Well-prepared and organized for each session	5
Self-confident, thorough knowledge of course material	5
Encourages questions and/or class discussion	4.9
Answers questions directly and accurately	4.9
Holds regular office hours and is accessible	5
Is dynamic and enthusiastic	5
Has genuine interest in students	5
How would you rate the overall effectiveness of this course?	5
How worthwhile was the discussion section in furthering your understanding?	4.9

	Mean (out of 5)
Introduction to Political Theory: What is Justice? Section 103	
Well-prepared and organized for each session	4.8
Self-confident, thorough knowledge of course material	4.9
Encourages questions and/or class discussion	4.9
Answers questions directly and accurately	4.6
Holds regular office hours and is accessible	4.6
Is dynamic and enthusiastic	4.9
Has genuine interest in students	4.8
How would you rate the overall effectiveness of this course?	4.7
How worthwhile was the discussion section in furthering your understanding?	4.7

- “Rosie is a great GSI! Always prepared, forces class discussion in an effective way, knows what she’s talking about and how to explain it.”
- “Explains things clearly, also gives lots of comments on papers which is always useful.”
- “Rosie is always an expert on what she teaches and never fails to clarify our questions. Her enthusiasm is contagious.”

- “Very strong teaching style! It was very apparent that Rosemarie has studied these topics well and she was always able to answer any question. It was also great that she emailed topics to think about before class.”

Ancient Political Thought, Fall 2012

The department does not have quantitative data comprehensively collected from this year for comparison. However, full evaluations (quantitative and qualitative) from my students are available upon request.

- “Best discussion section I’ve ever had. She really used the time to clear up themes and explain complex issues. I would have been lost without section! . . . It was a joy to be in her section.”
- “Very lively class discussion – There’s never a ‘boring’ moment. Very easy to follow along with what is being taught. Clear and precise. Fun to learn and engaging.”
- “Rosemarie is the best GSI I have ever had. I wish I had more GSIs like her. She was knowledgeable, clear, accessible, friendly, and approachable.”
- “Encouraged discussion effectively and got all students to participate and engage with course material, small group discussion was very helpful. Enthusiastic and passionate about course material. Definitely knows her stuff.”
- “Very clear. She was always prepared for our discussion with notes and ideas relevant to the week’s readings. In addition, she clarified material that was both in the readings and that the professor covered. I really liked the mix of group discussions one week and class-wide discussions another. Worked well, I really got into it.”
- “Very effective, energetic, and one of the best Political Science GSIs. Very knowledgeable about material and communicates well with students.”

PS 112C – Modern Political Thought

10-11am, MWF, in Dwinelle 145
Spring 2018

Rosemarie Wagner

rosemariewagner@berkeley.edu

Office hours: Monday 11:30am-1:30pm in 783 Barrows

GSI:

Sophie Major: sophie.major@berkeley.edu

Office hours, Thurs. 2-3 in 399 Barrows

Jaeyoon Park: jaeyoonpark@berkeley.edu

Office hours, Mon. 11:15-12:15 in 715 Barrows

Sam Stevens: sfstevens@berkeley.edu

Office hours, Mon. 4-5 in 715 Barrows

Required Purchases for the course (it is important to purchase these specific versions of these books so that we can all be on the same page, literally):

- Course reader at Copy Central on Bancroft
- Alexis de Tocqueville. *Democracy in America*. Trans. Mansfield and Winthrop. Chicago University Press, 2008.
- John Stuart Mill. *On Liberty, Utilitarianism, and Other Essays*. Oxford University Press, 2015.
- Friedrich Nietzsche. *On the Genealogy of Morals*. Trans. Walter Kaufmann. Vintage Books, 1989.
- Max Weber, *The Vocation Lectures*. Hackett, 2004.

Schedule for the Semester:

The reading listed is what we will be covering *that day*, so make sure you have read up through that day's reading. All students are required to (a) do the reading before lecture, (b) as you read, prepare questions to ask, and (c) bring assigned material to class with you. See also the attached "Course Guidelines and Policies."

Wed, Jan 17: Nietzsche, "In the horizon of the infinite" and "The madman" from *The Gay Science*, in course reader and posted on bcourses.

Fri, Jan 19: Tocqueville, *Democracy in America*, 1-45

Mon, Jan 22: Tocqueville, *Democracy in America*, 45-65, 82 - 93

Wed, Jan 24: Tocqueville, *Democracy in America*, 210-231, 302-348

Fri, Jan 26: Tocqueville, *Democracy in America*, 379-384, 391-396

Mon, Jan 29: Tocqueville, *Democracy in America*, 399-424,

Wed, Jan 31: Tocqueville, *Democracy in America*, 479-492, 496-503, 508-517

Fri, Feb 2: Tocqueville, *Democracy in America*, 558-567, 599-604, 606-617

Mon, Feb 5: Tocqueville, *Democracy in America*, 639-650, 661-676

Wed, Feb 7: Tocqueville, Writings on Algeria, selections in course reader, (and re-read 302-348 & 379-384).

Fri, Feb 9: Bentham, *The Principles of Morals and Legislation*, selections in course reader

Mon, Feb 12: Mill, *Utilitarianism*, Ch. 1

NOTE: FIRST PAPER DUE, uploaded to bcourses by 9am. (Hard copies if/when your GSI requires.)

Wed, Feb 14: Mill, *Utilitarianism*, Ch. 1-2

Fri, Feb 16: Mill, *On Liberty*, Intro and Ch. 1

Mon, Feb 19: NO CLASS

Wed, Feb 21: Mill, *On Liberty*, Ch. 2

Fri, Feb 23: Mill, *On Liberty*, Ch. 3

Mon Feb 26: Mill, *On Liberty*, Ch. 5

Wed, Feb 28: Wollstonecraft, *A Vindication of the Rights of Women*, 65-78, 87-108 (in course reader)

Fri, Mar 2: Wollstonecraft, *A Vindication of the Rights of Women*, 117-126, 230-241, 291-294 (in course reader)

Mon, Mar 5: Mill, *The Subjection of Women*, Ch. 1-2

Wed, Mar 7: Mill, *The Subjection of Women*, Ch. 3-4

Fri Mar 9: Marx, *On the Jewish Question*, 12-15, 26-36 (in course reader)

Mon, Mar 12: Marx, *On the Jewish Question*, 36-46 (in course reader)

Wed, Mar 14: Marx, *The German Ideology*, 147-163 (in course reader)

Fri, Mar 16: Marx, *The German Ideology*, 164-175 (in course reader)

Mon, Mar 19: Marx, *Capital* selections, 294-329 (in course reader)

Wed, Mar 21: Marx, *Capital* selections, 336-361, 384-388 (in course reader)

Fri, Mar 23: Nietzsche, *On the Genealogy of Morals*, 15-34
SECOND PAPER DUE, uploaded to bcourses by 9am. (Hard copies if/when your GSI requires.)

Mar 26-30: No class

Mon, Apr 2: Nietzsche, *On the Genealogy of Morals*, 15-43

Wed, Apr 4: Nietzsche, *On the Genealogy of Morals*, 43-56

Fri, Apr 6: Nietzsche, *On the Genealogy of Morals*, 57-76

Mon, Apr 9: Nietzsche, *On the Genealogy of Morals*, 76-96

Wed, Apr 11: Nietzsche, *On the Genealogy of Morals*, 97-112, 120-136

Fri, Apr 13: Nietzsche, *On the Genealogy of Morals*, 136-156, 159-163

Mon Apr 16: Weber, *Science as a Vocation*, 1-31

Wed, Apr 18: Weber, *Politics as a Vocation*, 32-94

Fri, Apr 20: Du Bois, *Souls of Black Folk*, Forethought and Ch. 1-2 (in course reader)

Mon, Apr 23: Du Bois, *Souls of Black Folk*, Ch. 3-4, 10 (in course reader)

Wed, Apr 25: Du Bois, "Souls of White Folk," (in course reader)

Fri, Apr 27: Du Bois, "Colonies and Moral Responsibility," (in course reader)

Apr 30-4: RRR Week

Mon, May 7: *FINAL PAPERS DUE, uploaded to bcourses by 12pm noon. (Hard copies if/when your GSI requires.)*

112C Spring 2018 Course Guidelines and Policies

What is required for the course:

Attend lecture, Attend section, Read carefully, Write thoughtfully.

These works are rich, dense, and challenging. And discussion (as well as careful reading) is essential to getting the most out of them. As such, I expect you to come prepared to listen, to speak, and to critically engage with the texts and one another.

Participation Participation counts for 15% of your grade. Attendance in lecture and discussion section are required. Attendance means (a) you are in class (b) with the relevant texts, (c) ready to talk about them.

Thoughtful Engagement An atmosphere of respect is essential for successful discussion. In class, our discussions are meant to push you; we are here to challenge ourselves and one another and to work through our ideas out loud. We must walk the line between civility and intellectual honesty. I ask that you try to keep an open mind when disagreements arise and address one another's concerns in a mature manner. If you are upset at something that has been said or something that you have read, I encourage you to raise this concern to the class. It will be fruitful for all of us to hear your opinion, and it may very well be helpful to hear from others who disagree with you. If you do not feel comfortable raising this in class, please feel free to see me either after class or in office hours. We will be discussing many sensitive topics in the course of this semester, and some of our writers use intense language (I'm lookin' at you, Nietzsche); please just email me sooner rather than later with any concerns about the content or class discussion and I'm happy to talk.

Laptops (and other electronic devices) No laptops, tablets, or phones are allowed to be visible during class unless you are entitled one via DSP or some other exception. If you have an accommodation set up through DSP or some other exception, please come speak with me and your GSI. If a particular situation requires you to have your phone available, please just tell me before class begins.

Paper Submission

Paper 1: The first paper is due **Monday, February 12th, 2018** and will be valued at 15% of the final grade. 5-6 pages.

Paper 2: The second paper is due **Friday, March 23rd, 2018** and will be valued at 35% of the final grade. 5-6 pages.

Paper 3: The third paper is due **Monday, May 7th, 2018** and will be valued at 35% of the final grade. 6-7 pages.

The papers should be submitted via the bcourses page for the lecture, under 'Assignments.' You will also submit a hard copy if your GSI requires it.

Grading Blind We grade blind for this course, which means *you may not include your name on any page of your paper when submitting it via bcourses*. For hard copy submission (if required by your GSI), you should attach a page at the end of the essay with your name on it.

Late Policy You may submit papers late; papers will be deducted 1 grade per day late. (for example an A becomes a B). Extensions will not be granted except in extenuating circumstances.

Plagiarism is the representation of someone else's work as one's own and is considered a serious academic offense in the University of California, Berkeley. Not only is it a violation of the UC Berkeley *Student Code of Conduct*, I regard it as a violation of your honor and a serious offense to your classmates. It is the student's responsibility to ensure that all written work submitted for a grade in the course complies with University policies concerning academic integrity. Submitted work must always be the student's own individual work, thoughts, ideas, and writing. Unless explicitly stated in an assignment, written work in this course must not be the product of collaboration, whether with another student or someone else. Material obtained from published sources or electronic web sources must be properly acknowledged. Student work suspected of plagiarism will be immediately referred to University officials for further proceedings and may result in a failing grade for the course.

Citations To avoid accidental plagiarism, you must carefully and consistently cite any ideas or quotations in your essays that are borrowed from other authors. Any citation system is fine for the purposes of this course so long as you are consistent and clear with whatever you use. Citing correctly is part of what you are graded on.

Email During the week, please allow a full 24 hours before you expect to receive a reply to your email. I will often reply earlier, but sometimes other commitments will make this impossible for me. If you email me during the weekend, please don't expect a reply until Monday. I much prefer to handle substantive questions in person and administrative questions over email.

Some Campus Resources for Students

Disabled Students' Program (DSP)
260 César Chávez Student Center, #4250
<http://dsp.berkeley.edu>
dsp@berkeley.edu

The DSP serves students with disabilities of all kinds, including mobility, visual, or hearing impairments; speech impairments; chronic illnesses such as AIDS, diabetes, and lupus; seizure disorders; head injuries; painful conditions such as back injuries and carpal tunnel syndrome; psychological disabilities such as bipolar disorder and severe anxiety or depression; attention deficit disorder; and learning disabilities.

Services are individually designed and based on the specific needs of each student as identified by DSP's specialists. If you think you might benefit from their services, do not hesitate to reach out to them.

Writing at the Student Learning Center (SLC)

In the Chavez Student Center

<http://slc.berkeley.edu/writing>

The SLC writing program has drop-in hours as well as meetings by-appointment to have someone edit any of your assignments or help you strategize how to approach a new assignment.

Student Life Advising Services (SLAS)

<http://slas.berkeley.edu>

SLAS is an academic counseling/advising service that assists all undergraduate students, with a primary focus on Education Opportunity Program students and students who participated in outreach programs. The SLAS office assists students in counseling/advising on academic, personal, and social matters.

Ombudsperson for Students

102 Sproul Hall

<https://sa.berkeley.edu/ombuds>

(510) 642-5754

The Ombudsperson for Students provides a confidential service for students involved in a University-related problem (either academic or administrative), acting as a neutral complaint resolver and not as an advocate for any of the parties involved in a dispute.

Tang Center Counseling and Psychological Services

2222 Bancroft Way

<https://uhs.berkeley.edu/counseling>

The UHS Counseling and Psychological Services staff provides confidential assistance to students managing problems that can emerge from illness such as financial, academic, legal, family concerns, and more. In the realm of sexual harassment, UHS coordinates education programs, crisis counseling, advocacy, and medical care for women and men who have been harassed or assaulted (Prevention, (510) 642-7202; Victim Assistance and Counseling, (510) 642-6047; Counseling Services, (510) 642-9494; Medical Care, (510) 642-3188).

The following are two worksheets I have used in class to direct small group work and guide in-class reading and analysis.

EXAMPLE WORKSHEET #1
from *Ancient and Medieval Political Thought, Fall 2017*

Aristotle's *Politics* V.1-5, 8-12

1. What is the relationship between inequality and constitutional change, according to Aristotle? (Look especially in V.1.) Do you agree with this?
2. What is the major cause of constitutional decay in a democracy, according to Aristotle? (Look especially in V.5.) Do you think this is true of our political system, or other contemporary states? Why or why not?
3. Explain (defend and/or critique) the sources of constitutional change described by Aristotle in V.3.
4. What are the ways to preserve a constitution that are common to democracies, aristocracies, and oligarchies? (See V.8-9.) What tactics of constitutional preservation does he offer that are specific to just one constitutional form?
5. What are the key attributes of sovereign officers? What is the priority ranking among these attributes?
6. What are the origins of "the two styles of monarchy"? Do you agree with this division? Is this how each arises? Why or why not?
7. What are the origins of change within monarchies? (V.10)
8. What are Aristotle's criticisms of Plato in V.12? How would you defend Plato against these attacks?

EXAMPLE WORKSHEET #2
From *Ancient Political Thought* Fall 2014

Thucydides 1.1-1.23

1. What is the relevance of Attica's soil to its economy and the start of the war? (1.2)
2. How did the Trojan wars change the geopolitical landscape of the Mediterranean? (1.3)
3. Explain past and present opinions of piracy and piratical habits. (1.5)
4. What is the connection between Minos and the Trojan War? (1.8)
5. Explain Thucydides' view of tyrants. (1.13, 1.17)
6. Summarize and explain the Persian War and its aftermath. (1.18)
7. What is Thucydides' methodology? What is the point of his project? (1.21-1.22)
8. What was/were the cause/s of the war? (1.23)



Wagner, Rosemarie (POL SCI 112C LEC 001 HIST POL THEORY) - Sp 2018 (Instructor Version)

Spring 2018 Evaluations

Project Audience 154
Responses Received 96
Response Ratio 62.34%

Subject Details

Name	POL SCI 112C LEC 001 HIST POL THEORY
DEPT_NAME	POL SCI
DEPT_FORM	POL SCI
EVALUATION_TYPE	F
First Name	Rosemarie
Last Name	Wagner

Creation Date Thu, May 24, 2018

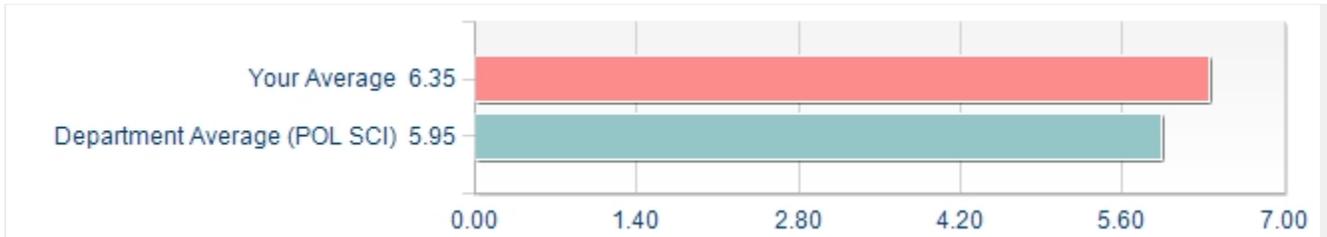


FOR YOUR INFORMATION: Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

RATING QUESTIONS (QUANTITATIVE)

UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.

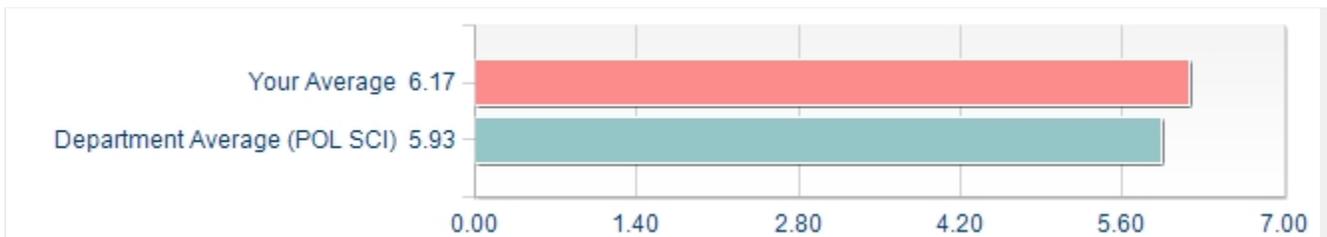
Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor?



Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	1	1.05%
3	1	1.05%
4-Moderately Effective	5	5.26%
5	6	6.32%
6	26	27.37%
7-Extremely Effective	56	58.95%

Statistics	Value
Response Count	95
Mean	6.35
Median	7.00
Standard Deviation	1.01

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?

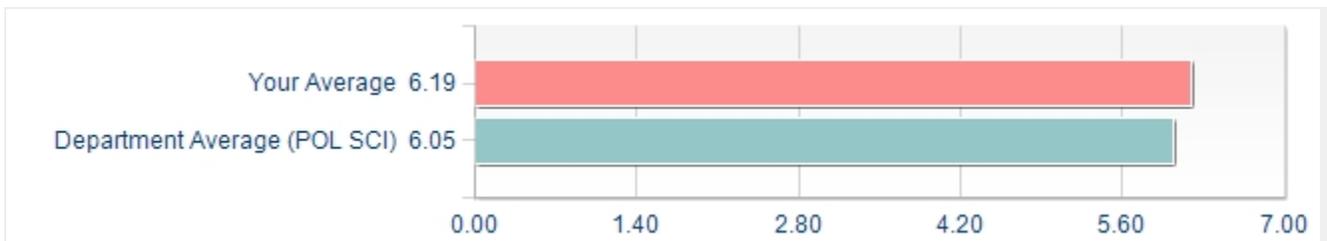


Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	1	1.06%
3	2	2.13%
4-Moderately Effective	7	7.45%
5	10	10.64%
6	24	25.53%
7-Extremely Effective	50	53.19%

Statistics	Value
Response Count	94
Mean	6.17
Median	7.00
Standard Deviation	1.13

DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

The instructor presented content in an organized manner



Options	Count	Percentage
1-Not at all	1	1.04%
2	0	0.00%
3	0	0.00%
4-Somewhat	7	7.29%
5	12	12.50%
6	27	28.13%
7-Very	49	51.04%

Statistics	Value
Response Count	96
Mean	6.19
Median	7.00
Standard Deviation	1.08

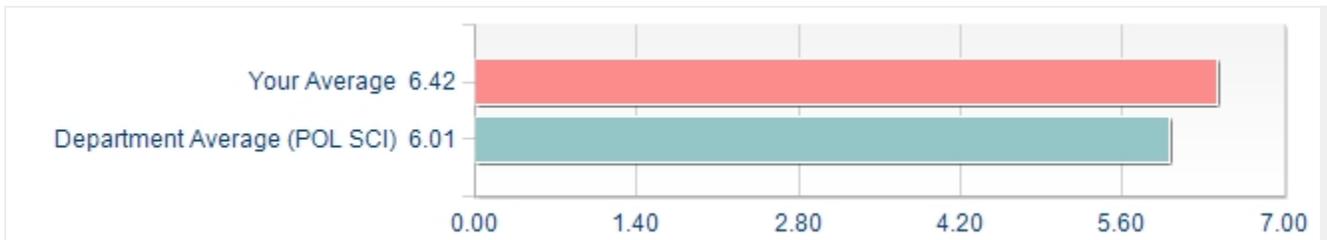
The instructor explained concepts clearly



Options	Count	Percentage
1-Not at all	0	0.00%
2	1	1.04%
3	1	1.04%
4-Somewhat	5	5.21%
5	6	6.25%
6	26	27.08%
7-Very	57	59.38%

Statistics	Value
Response Count	96
Mean	6.35
Median	7.00
Standard Deviation	1.01

The instructor was helpful when I had difficulties or questions



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	1	1.05%
4-Somewhat	4	4.21%
5	8	8.42%
6	23	24.21%
7-Very	59	62.11%

Statistics	Value
Response Count	95
Mean	6.42
Median	7.00
Standard Deviation	0.89

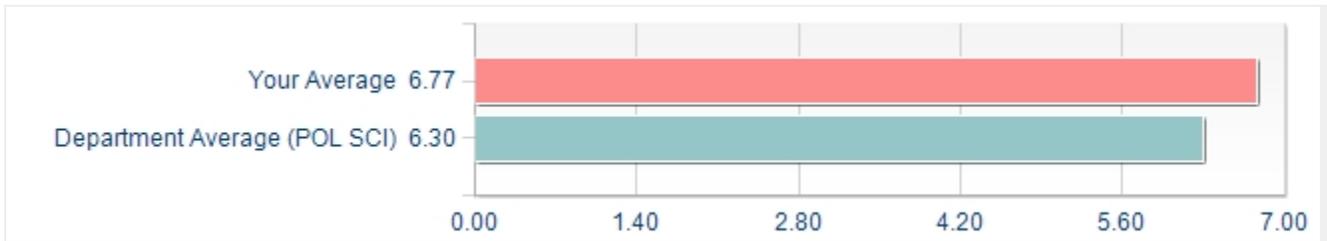
The instructor provided clear constructive feedback



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	10	10.53%
5	12	12.63%
6	26	27.37%
7-Very	47	49.47%

Statistics	Value
Response Count	95
Mean	6.16
Median	6.00
Standard Deviation	1.01

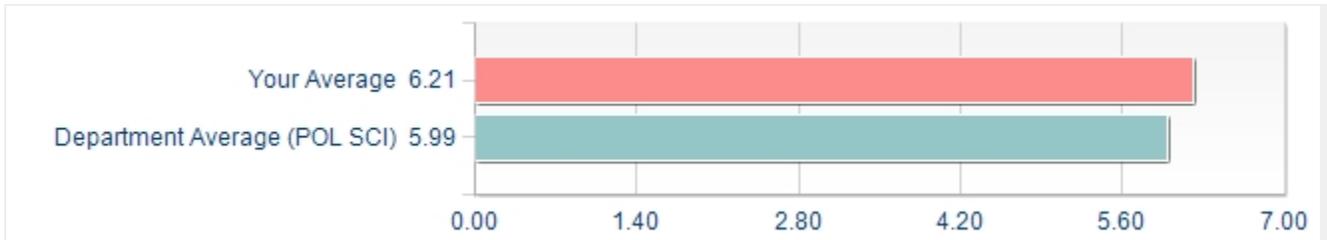
The instructor encouraged student questions and participation



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	1.04%
5	1	1.04%
6	17	17.71%
7-Very	77	80.21%

Statistics	Value
Response Count	96
Mean	6.77
Median	7.00
Standard Deviation	0.51

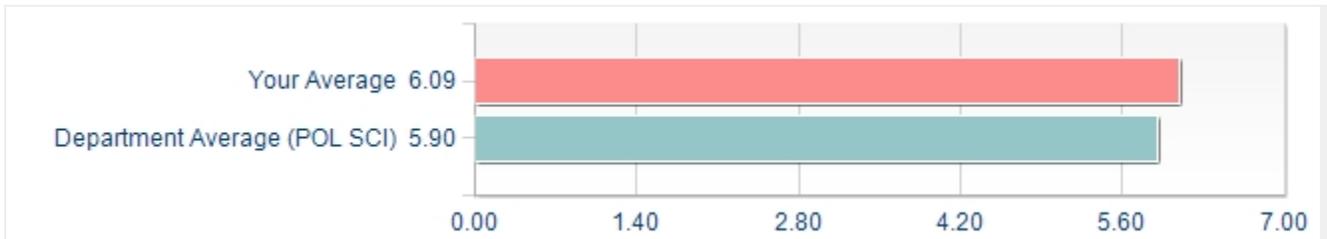
The course was effectively organized



Options	Count	Percentage
1-Not at all	1	1.04%
2	0	0.00%
3	2	2.08%
4-Somewhat	6	6.25%
5	13	13.54%
6	18	18.75%
7-Very	56	58.33%

Statistics	Value
Response Count	96
Mean	6.21
Median	7.00
Standard Deviation	1.18

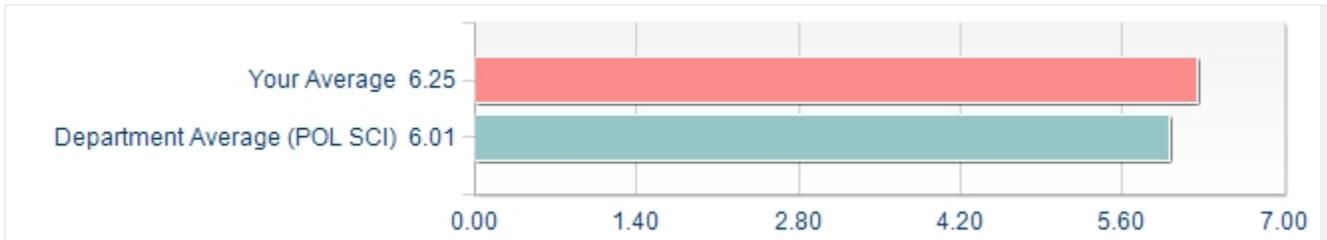
The course developed my abilities and skills for the subject



Options	Count	Percentage
1-Not at all	1	1.04%
2	0	0.00%
3	2	2.08%
4-Somewhat	8	8.33%
5	11	11.46%
6	27	28.13%
7-Very	47	48.96%

Statistics	Value
Response Count	96
Mean	6.09
Median	6.00
Standard Deviation	1.18

The course developed my ability to think critically about the subject



Options	Count	Percentage
1-Not at all	1	1.04%
2	0	0.00%
3	2	2.08%
4-Somewhat	6	6.25%
5	9	9.38%
6	22	22.92%
7-Very	56	58.33%

Statistics	Value
Response Count	96
Mean	6.25
Median	7.00
Standard Deviation	1.15

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?

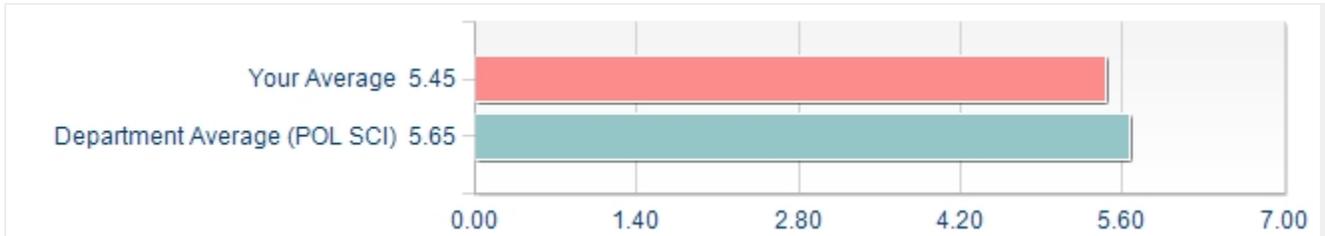
Options	Count	Percentage
3 or Fewer	3	3.13%
4-6	20	20.83%
7-9	34	35.42%
10-12	23	23.96%
13-15	8	8.33%
16-18	6	6.25%
More than 18	2	2.08%

Statistics	Value
Response Count	96

How many class (or section) sessions did you attend?

Options	Count	Percentage
None	0	0.00%
Fewer than half	0	0.00%
About half	3	3.16%
More than half	50	52.63%
All	42	44.21%

How satisfied were you with your effort in this course?



Options	Count	Percentage
1-Not at all	3	3.16%
2	0	0.00%
3	0	0.00%
4-Somewhat	15	15.79%
5	25	26.32%
6	34	35.79%
7-Very	18	18.95%

Statistics	Value
Response Count	95
Mean	5.45
Median	6.00
Standard Deviation	1.26

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any rating questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.

OPEN ENDED QUESTIONS (QUALITATIVE)

DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

Please identify what you consider to be the strengths of the course (or section).

Comments
The instructor was very effective, she presented concepts in an organized manner, and often pulled quotes from the material. She was able to explain both the quotation at hand and the context of it within the broader scope of the material. She heavily encouraged student interpretation and questioning of the material, which is a particularly helpful method in a political theory class. She also effectively used a style of lecture that I'm not typically fond of, so credits to the professor in that respect.

Comments

Good at taking complicated texts and simplifying them in explanations for students understanding.

It could have focused more theorists of color but most theory classes are centered around white European theorists so I'm not surprised that more weren't covered.

The instructor is enthusiastic and dedicate to teach the course.

Theoretical jargon represented in contemporary terms

The professor was by far the highlight of the course. The selected readings were all very dense—albeit necessary parts of the theoretical canon—and Rosie made it all much more manageable to digest and make connections within the readings and between the different theorists.

The professor is super enthusiastic about political theory, which is helpful for someone like me who hates theory! It really helped me enjoy the class more and develop a new appreciation for this area of study.

The selection of texts really creates a fantastic journey through modern political theory. Having struggled with political theory in the past, not only was professor Wagner's teaching style incredibly effective in helping me now feel completely capable of understanding and demonstrating competency in abstract theory concepts, but her teaching was also incredibly inspiring. A subject I used to hate has become my new favorite field of study in Political Science. In addition, Professor Wagner's lectures very efficiently present the information and also push you as a student to reflect on yourself and your own understanding of things. No one is left out in Professor Wagner's class, and it is clear she is constantly ensuring that the environment is inclusive of everyone. This class has truly been a pivotal point in my academic journey and has changed me as a student for all my classes. My personal life has put a lot of strain on my wellbeing, but coming to Professor Wagner's class always felt like a reprieve from the factors compromising my wellbeing. If I could take this course again or any course with Professor Wagner I would do so in a heartbeat.

the professors genuine passion for the subject and care for the students

content is different and exciting, professor very knowledgeable and helpful

I like how clear and approachable Professor Wagner teaches the material. She is not only knowledgeable in the subject, but can also inspire the same amount of joy that brings to lecture. High energy, always extremely prepared and professional.

VERY AWESOME PROFESSOR !!! SHE BRINGS the spirit that is necessary when one is learning about hard and sometimes boring theories. Love her, will be taking her class next Fall.

Thorough explanation of important topics. Professor is very keen to help

I really like the lecture style. I think it is good that there is no slides, but just the professor talking. Her lectures were very engaging and I enjoyed the readings.

The content

Professor Wagner is a dynamic lecturer and genuinely seems to care about student success, participation, and understanding. She explains concepts very well, and effectively translates dense information to the class.

AMAZING TEACHER AND GSI

Professor Wagner's ability to make the material understandable since it is a difficult subject.

The Professor was an enthusiastic and wonderful speaker to listen to and kept the students enraptured. The readings were interesting and useful to study and compare to one another.

The material was well organized. When it comes to section, things could have been more figured out in terms of activity to cover the material. Overall Jaeyoon is a good gsi, knows his material. The professor overall is very engaging, energetic and fun. She's great!

Professor was enthusiastic and knowledgeable

Rose Marie is a very good lecturer, she is interesting and engages me every time I am in class. She does a good job at highlighting the complexity of the subject matter but not simplifying it too much.

Encourages a lot of class participation, both in lecture and discussion. I find it really helpful when we go over key passages in lecture and thoroughly analyze their meanings.

Lectures were the biggest strength of this course. Professor Wagner was very skilled at breaking down complex ideas and making them easier to understand, in my opinion.

Rosie explained material in a very palatable manner. She made abstract theoreticians feel like pals I could be having a dinnertime conversation with. She was also incredibly supportive of our learning and growth, and really helped foster my interest in and passion for political theory.

Comments
Professor Wagner, Sophie Major, the delivery of the lectures, the openness of the lecturer
i wanted to deepen my understanding of political theory
Lectures are engaging, explain the main points of the text well, encourage student participation
Group discussions
I found Professor Wagner to really provide an inclusive space for questions, concerns, and argumentation in lecture — discussions were often thoughtful and perspective–altering. Explanations were clear and almost always instructive and illuminating.
Very persuasive and confident lecturer. Extremely good at clarifying arguments and concepts. Excellent enthusiasm.
Organization, lectures are informative and interesting. Having the class being divided into 3 papers is far more effective than midterms or finals
The instructors ability to explain complicated subjects in a simple way. And her enthusiasm helped engage the class with the material.
Professor Wagner was a major asset to this course. This course was especially challenging for me because it was the first time that I took a political theory course. She made discussions easy to comprehend, while maintaining the integrity and rigor of the thinkers' original arguments.
The instructor's helpfulness and approachability.
The strength of this course lies within the lecturing abilities of Rosie. She is so clearly passionate about political theory and the specific theorists that we are reading about, and this passion is conveyed in how animated she is in lectures and her vast knowledge of the subject. I do not think there has ever been a question that Rosie has stumbled on and she commands the respect of the entire room. Rosie has a great blend of engaging lectures and audience engagement, which ultimately makes her lectures equally interesting and useful.
Developing my ability to think critically and analyze really challenging readings
–the lectures were helpful to dive deeper into the text –students that kept up with the readings were insightful
I like the conversation style that Rosie does during lecture. Most lectures are done by the instructor lecturing students, which most of the time aren't engaging to most students. Rosie's way allowed class participating to happen in a more casual way.
The structure of the course is clearly laid out.
.
The lectures were almost always helpful and thought provoking. The texts were also very interesting and density of the texts were navigated well by the instructor.
The professor went through the readings very carefully and in a very organized manner.
Engaging lectures Most readings were very interesting
Instructor encourages participation and is very approachable.
Great instructor; very well organized, engaging, and thoughtful lecture
The professor is an extremely well–spoken person and is very effective in communicating the information from the material.
I think that this course was very interesting and that Rosie was an effective instructor. I liked that she gave us guided reading questions at the beginning of each class. In general, Rosie is very approachable and she made this class very enjoyable.
Assigning reading for every class day helped me to keep up. I also really enjoyed the background you provided on each author. Super helpful!
The organization and how the professor explained the content really helped improved the course.
I think that it's really nice how Professor Wagner values outspoken students who actively offer their thoughts
Organized material
Getting through a lot of dense material quickly and efficiently. Also makes note of parts of the text that align with key points of the lectures.

Comments
Stimulating for students' critical thinking on the topics; very engaging considering theories are usually dry materials.
Really helped develop my critical thinking skills and helped me look at texts in a precise manner.
A lot of support from the professor, professor showed passion for the material (engaging lectures)
Developed ability to read and think about important political thinkers. Lecture was clear and engaging, without restricting students' creativity and interpretation.
Rosie. She's an amazing professor and she makes the course worth it.
The professor is very good at lecturing. Her elocution and organization is very impressive. She seemed approachable, too. I appreciated her way of explaining complex concepts clearly and of making theory feel much more casual and accessible than other classes.
Rosie seems very smart, caring, interested and kind.
Rosie is by far one of the best speakers on campus. Lecture is always presented in a great way, effective and engaging. Questions are always answered and I rarely leave class feeling like I did not understand a concept.
Long periods of time that dive into texts and allow for the confusing parts to be worked out slowly rather than all at once.
A variety of theorists were introduced, which allowed for a range of discussion questions to be posed, which helped to challenge critical thinking skills.
The Professor is patient, kind, and brilliant.
There's overarching theme of post-enlightenment society. What do we do with ourselves in this modern world? The things we read and discussed in this class helped broaden my perspectives on society and my place in it.
Wagner is a great lecturer. She is engaging and funny and witty, and is visibly excited about what she teaches. Political theory can be dry if not presented well, and Wagner makes theory something I look forward to learning. Her lecture style, her curiosity, and her helpfulness with questions/clarifying are what I consider to be the strengths of this course.
Professor Wagner was incredibly well prepared for every lecture. All writers/philosophers were introduced and explained succinctly and clearly. Readings were substantial enough to keep me engaged but not overwhelming; the most difficult parts of the texts were gone over in detail in lecture or section.
The lecturer is very passionate about what she is teaching and that is very obvious from her great and engaging lectures
Everything! I loved everything about this course!
I hate political theory classes, but I loved this one. I never once fell asleep in class. The lectures were very engaging and stimulating. I loved every minute of it. Dr. Rosie Wagner is amazing! Everyone should take her if they can!

Please identify area(s) where you think the course could be improved.

Comments
Occasionally we spent a little too much time on author backgrounds; while interesting and helpful, it sometimes cut time spent on the actual material said author wrote.
Maybe more visual work.
Provide clearer expectations about what's required/expected in papers.
The method of teaching could be somewhat improved. For example, the overview picture of the last class should be shown from the onset of the course so that students could visualize what they are going to encounter in terms of time period, and the many philosophers that they would need to know, and then you could repeat that chart again in the last lecture that we have succeeded them. This would help students to anticipate the task ahead and prepare for them. Second, the instructor should put more time on the content of the subject matter and less time on the personal history of the philosophers. I agree that it's important to understand the context, but then we don't have enough time for the content in which some of them are very complex even we read ahead of time we simply just unable to understand them, especially Nietzsche.
None
The only thing that I think could be improved for the course would be giving students guidelines from the start on what a good thesis/paper looks like. We were ultimately given a short guide like this for our second paper, but I think it is especially needed from the start for the first paper. Political theory has its own type of "essay," and I think in having

Comments

guidelines from the start of the class students would have a better understanding of how to construct their papers. In addition, I know the GSI's are only human and can't return papers immediately after submission, but the uncertainty of grades and having not received back paper two just a few weeks from the end of the semester is certainly anxiety-inducing.

i wish we had longer lecture time and maybe reserve questions. for the end of class

room was bad, more handouts

While I appreciate the focus on a close reading of particular passages, the class is run a bit like a more thorough discussion section. This is fantastic but unless section is radically different, I feel like we are going over the same thing in the same method.

NONE !!!! She's awesome . Sol glad she is here at CAL. !!!

It might have been nice to get the timeline that was on the board the last class as a hand out.

lecture as a whole

The course could stand to benefit from a little additional organization – sometimes I'm not sure where Professor Wagner is going with a point until much later. I think the lecture outlines on the board are a big improvement though.

More organized reading questions. Less required attendance.

Going through more sections of the books during lecture.

I fear that the Professor allowed the GSI's to have too much control over the grading of papers, there was a wide range in the grading severity among GSI's which makes the course unfair among students in different sections. Ideally, if possible make some of the texts available online since the requirements for the class added up and drained me of my allotted funds for school materials.

The reading questions or questions to ponder while doing the reading would have been nice earlier in the course. I believe that the reading was fair and perhaps including phrases or words to ponder would be nice along with questions.

We go through way too many readings and philosophers to get a comprehensive understanding of them. I think that the readings should be lessened so that students have time to go thoroughly in depth through the philosophers and understand their messages. For almost all the readings there were large chunks that we were assigned to read but didn't go through them in lecture or discussion. That problem needs to be addressed.

I can't really think of anything

The course material could be diversified a little, both intellectually and in terms of the gender/race/ethnicity of the authors. It would be really cool if we paired readings together – for example, pairing Wollstonecraft with bell hooks, or Mill with modern writing on speech as harmful in and of itself.

N/A

when i tried to visit you during the office hour, there were many people and i gave up discussing with you(my fault tho). so

Questions for the prompts could be sent out sooner to allow more focused reading of the text. Lesser readings would be helpful so we could analyze the texts more in-depth.

Maybe include lecture notes and post them on bcourses. (A recap of main points) Though definitely not necessary.

Let us use laptops in class

Clarity on what is expected in our essays. The GSIs expect a lot out of us, and for a class where many students have not had experience writing theory papers, this would greatly benefit us.

More visuals like PowerPoint presentations.

The course can be improved by spending more time on each philosopher. I felt like there were books that I really enjoyed, but were only given 1 week, whereas other, non-interesting books were given almost a month of lecture.

Would be helpful to draw out and pinpoint key points from the readings for each class

–we went through the readings too quickly. it was hard to keep up with other class readings.
– the selection of theorists/philosophers could be better

There are no areas in which I think this course should be improved.

.

Lectures could be better outlined. Learning objectives clearer.

Comments
Widespread problem but having an understanding of how well you were doing in the course would reduce anxiety
It is good the way it is.
Often times it was difficult to see how all of the different concepts presented related to each other. An overarching framework would be helpful.
Outlines for the lectures
None
None!
Talking through our own theories about the readings more in depth during class time would be helpful.
There's a clear bias in the class towards Democrat/liberal ideas, it points to socialism often and not one conservative theorist was mentioned which ruined the experience for me.
there's a lot of redundancy during lectures, maybe streamline?
Lecture slides
Fewer authors, more in depth reviews. There is so much that we are trying to cover that we end up missing a lot of what the selected philosophers have to say.
The organization of the lectures could have been improved. I was lost during the course, trying to find what page to look for, what topic we were discussing, what you were specifically asking us to answer. It wasn't clear what we were talking about sometimes. And despite the agendas that appeared toward the end of the lectures, I still couldn't make the transitions between the content sometimes and it wasn't all too clear what the main take away points were. I understand that it is a critical thinking class, but having a guide to what questions we should be able to answer would help beforehand and an outline of what lecture will be about would help. Suggestion: adding to the syllabus what topics we're covering/questions instead of just the page numbers.
Discussions of non Western thinkers would be very interesting, and creating outlines on the board of the lecture is incredibly helpful.
Some readings felt vastly more important and engaging than others, and some were more like philosophy works than politics.
The discussion section. My GSI was very confusing.
I don't know if this is advice for improvement, but the sign-in sheets for lecture were a bit tiresome. I just hope that they don't determine our entire participation grade.
No one enjoyed audience participation in lecture. It would be the same 8 kids conjectures about the reading. Lecture was taught like a discussion section, and not like a lecture. We can do the reading on our own time. Lee's course structure is far more effective. Also, Rosie would try and dumb down concepts to make them easier to understand. However, the process of dumbing down was actually really confusing, and it would be more effective to just actually explain the information thoroughly.
Maybe a little less student participation. I feel like I get a good amount of student input in section, I would like more fact driven content by the instructor rather than opinion (perhaps fact-based) input from students.
I still don't understand why physical copies of books were required for sections when most all the texts were freely available online. I understand a bias against technology (I have seen the research), but I personally don't feel like this style of class suits me.
better graduate student instructors
I think the course is fine as is.
It would be nice to connect the philosophers/writers to their historical era more deeply so we could get a better sense of the evolution of political thought.
I think it would be better if we did more close reading in class or try to actually connect the concepts we are learning to real world situations.
Nothing.
If the course would start at 11AM instead of 10AM. I have to get up an hour earlier to avoid traffic if courses start at 10AM. If it starts at 11AM, there's no need for that.

What advice would you give to another student who is considering taking this course?

Comments

Do the reading before class; it will help immensely. It doesn't matter if you don't understand it on the first read through. It's better to go in having even the vaguest idea of what the theorist wrote, as you can ask questions of clarification on the material. If you are having particular difficulty with a passage, read it again, or read around. You may be missing a word, or the necessary context.

Keep up with the readings and you'll be fine.

Make sure you go to office hours for texts you don't understand ahead of time so you're better prepared for essays.

Keep up with the readings, they build up on past readings.

I think this is a must class for any political science major. I knew from the onset that political theory is a hard class. I made a conscious decision to take political theory even though I knew that it would affect my grade because I didn't have much background on political theory. I made a cost-benefit analysis, and I chose to have knowledge at the expense of grade.

Be quiet and listen

Bring your texts to lecture because she will draw from it directly often throughout the class.

Attend lecture, it is truly worth your time and Rosie is one of the nicest, inviting, and relatable professors you'll ever have a chance to take a class with. Not every text is going to interest you and don't worry, there is material that you'll come across that will appeal to you. Stay on top of the material and go to office hours. I regretfully only went to Rosie's office hours once this semester and that alone was a really enjoyable and super helpful experience. The class is what you make it, and if you take advantage of participating and keeping up with the material, this class might be one of the most rewarding you could take here at Berkeley especially given the relevancy of the topics covered!

go to office hours and stay on top of reading

do readings and plan well in advance for papers, GSIs and professor are very helpful in regards to thesis crafting

Do the readings, start essays early.

take this course, you won't regret it. the teacher is awesome, material is interesting, and you have a deeper understanding about a lot of the material we use in our modern society.

Meet with the professor or their GSI to get more feedback on their papers, and go to class

Take the course and do the readings, because it is a unique opportunity to ask all of your questions about them and you will take much more out of the lectures.

do all the reading

Do all your readings before class!

Always go to class.

Do the readings, and go to office hours, because they help when it comes to writing the essays.

Get a fair GSI (lol)

One thing to definitely watch for is not falling behind with the reading. It is paramount to at least moderately fall behind, I know that there is reading for other classes but stay focused and manage time well. These theories are hard to just pass up, every detail counts.

It's a pretty difficult course, only take if you're ready to think critically and read a lot. Grading is pretty strict

Actually do the readings !

Do the reading

Be prepared to read a lot.

don't fall behind on the reading

READ READ READ and don't be shy about going to office hours.

this professor is energetic and really good so i highly recommend to take this class.

Do not miss any of the lectures. Lectures are crucial for understanding the reading material.

Start essays early

Absolutely take this course. It is very reading heavy, so important not to get behind on readings. Take detailed notes during lectures.

Comments
Go to all the lectures
Do the readings and ask questions because theory can be hard to understand.
Do all the readings and ask your GSIs for help. Start essays early and expect grading to be on the harsher side.
You must attend lecture.
I would advise every political science major to take this course, with the expectation of a ton of reading and to already have sharp writing skills.
Keep up with the reading and look for key points and arguments while reading – this is something you're really going to want to do on your own before class/section
do not take it unless you're going to keep up with the readings. this course was hard and not pragmatic if theory is not your concentration the texts are also very difficult to understand.
Take the time to read the passages. There are some that are challenging to understand, so be patient with it.
Stay on top of the readings.
.
really like theory/philosophy before signing up, if you don't, avoid
Do all of the readings!!
do all the readings and attend lecture
Pay attention in lecture and bring the readings
Take notes while doing the readings.
Do the readings and go to office hours! They really help, especially for a class seeped in theory!
Take this class and attend every lecture. Super helpful and interesting! She's is an amazing lecturer!
Read
do the readings, conceptual clarity.
Be prepared to do a lot of reading
Keep up with the readings to the best of your ability but don't get down on yourself if you slip up, the lectures will keep you in the loop
Definitely keep up with the readings, so that you get way more out of this class, though not doing the readings on time does not necessarily makes you fail the class.
Do the readings so you can have a grasp of what the lecture will be like and what topics will be covered. You will be much better prepared if you do the assigned readings.
Always come to class, don't skip readings, do not wing your essays, readings cannot be skimmed because they are dense.
It gives you tools to think about other facets of curricula, it is interesting, and it is a lot of reading.
Go to Rosie's office hours!
Nietzsche is crazy.
READ. I felt like I didn't understand the readings sometimes. Read first, go to section and lecture, and if you still don't get it.. google and office hours are your best friend.
Its not hard to get ahead on reading and it makes the class noticeably easier.
do all of the readings
Read. You get more out of the class if you actually read the text
Re-read often, and always ask questions.
Go to lecture at the very least. Lectures are engaging and animated, so even if you don't do the readings or go to office hours, you'll learn the material well enough.
Do ALL the readings and definitely spend extra time on them. They're hard concepts.
Take is with Wagner! This course was probably one of my favorite courses at Berkeley.

Comments

There are a lot of reading, but not as much as IR. The lectures are VERY stimulating. There are 3 papers for this class. Papers are not too long. 7–8 pages max for the final. The papers are all take home so no in class exams or in class papers, which is great. Take it with Rosie Wagner. She is the BEST. Her lectures are SO interesting. I love it! I'd definitely recommend taking her!

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any open-ended questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.



Wagner, Rosemarie (POL SCI 112A DIS 104 HIST POL THEORY) - Fa 2017 (Instructor Version)

Fall 2017 Evaluations

Project Audience 26

Responses Received 20

Response Ratio 76.92%

Subject Details

Name	POL SCI 112A DIS 104 HIST POL THEORY
DEPT_NAME	POL SCI
DEPT_FORM	POL SCI
EVALUATION_TYPE	G
First Name	Rosemarie
Last Name	Wagner

Creation Date Sun, Dec 24, 2017

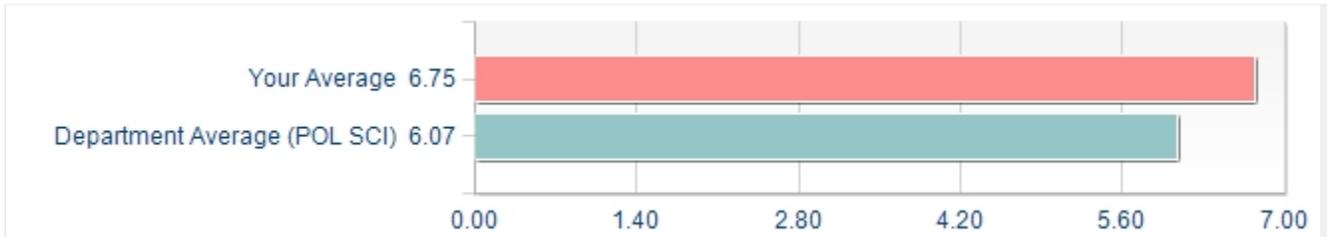


FOR YOUR INFORMATION: Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

RATING QUESTIONS (QUANTITATIVE)

UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.

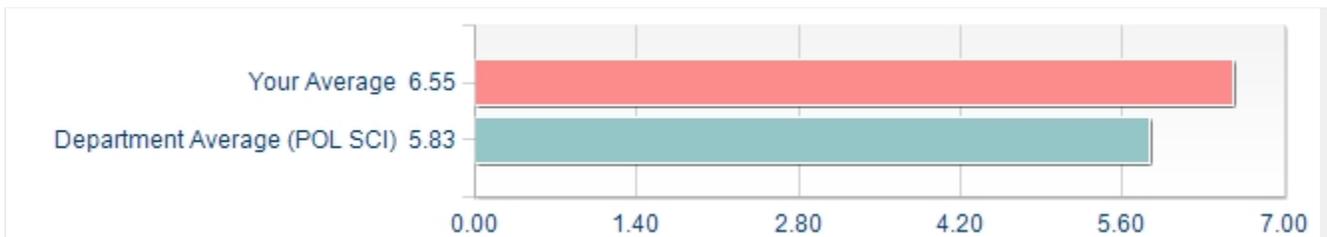
Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this graduate student instructor?



Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	0	0.00%
5	0	0.00%
6	5	25.00%
7-Extremely Effective	15	75.00%

Statistics	Value
Response Count	20
Mean	6.75
Median	7.00
Standard Deviation	0.44

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?

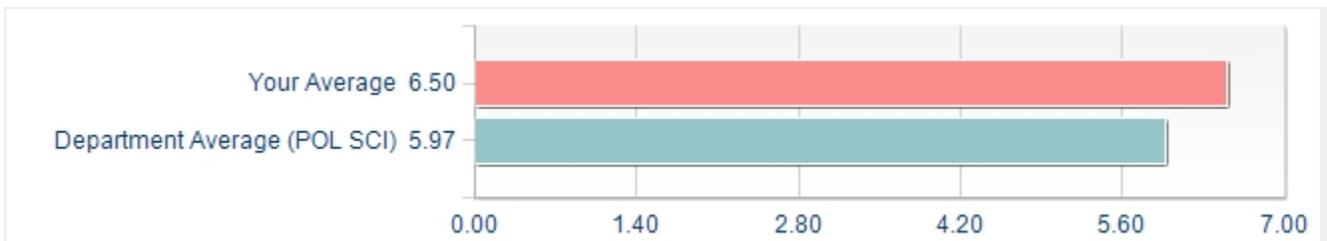


Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	0	0.00%
5	0	0.00%
6	9	45.00%
7-Extremely Effective	11	55.00%

Statistics	Value
Response Count	20
Mean	6.55
Median	7.00
Standard Deviation	0.51

DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

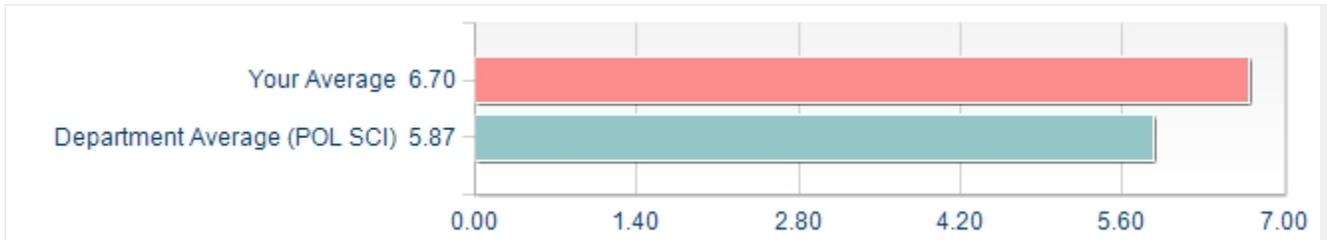
The instructor presented content in an organized manner



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	10	50.00%
7-Very	10	50.00%

Statistics	Value
Response Count	20
Mean	6.50
Median	6.50
Standard Deviation	0.51

The instructor explained concepts clearly



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	5.00%
6	4	20.00%
7-Very	15	75.00%

Statistics	Value
Response Count	20
Mean	6.70
Median	7.00
Standard Deviation	0.57

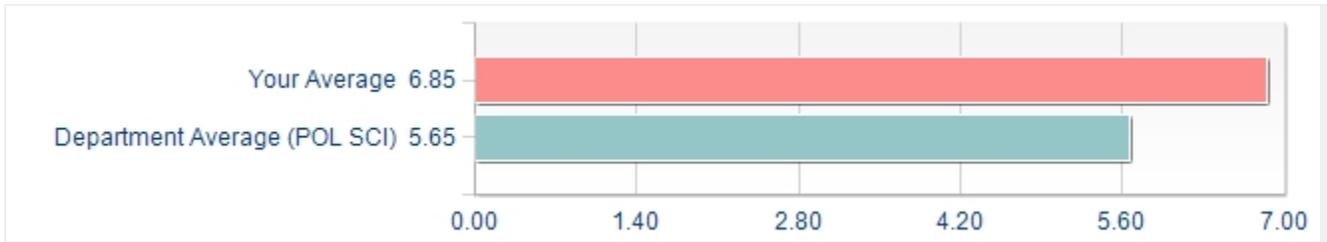
The instructor was helpful when I had difficulties or questions



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	2	10.53%
6	2	10.53%
7-Very	15	78.95%

Statistics	Value
Response Count	19
Mean	6.68
Median	7.00
Standard Deviation	0.67

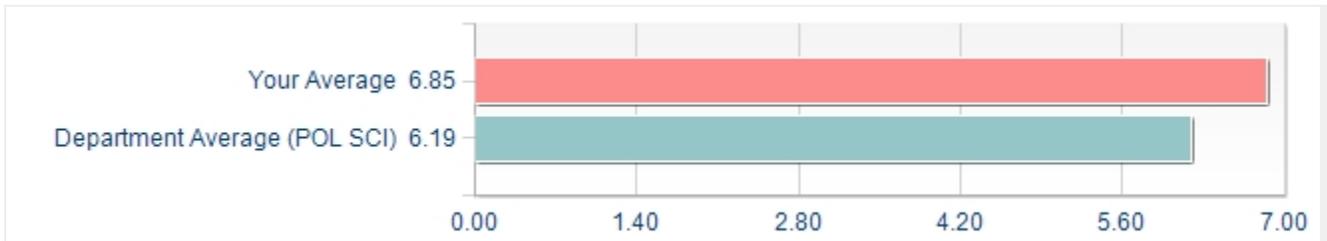
The instructor provided clear constructive feedback



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	5.00%
6	1	5.00%
7-Very	18	90.00%

Statistics	Value
Response Count	20
Mean	6.85
Median	7.00
Standard Deviation	0.49

The instructor encouraged student questions and participation



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	0	0.00%
6	3	15.00%
7-Very	17	85.00%

Statistics	Value
Response Count	20
Mean	6.85
Median	7.00
Standard Deviation	0.37

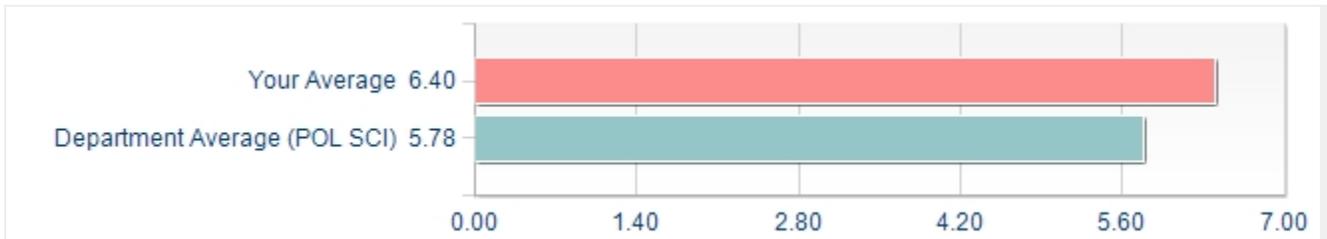
The course was effectively organized



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	5.00%
6	10	50.00%
7-Very	9	45.00%

Statistics	Value
Response Count	20
Mean	6.40
Median	6.00
Standard Deviation	0.60

The course developed my abilities and skills for the subject



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	5.00%
6	10	50.00%
7-Very	9	45.00%

Statistics	Value
Response Count	20
Mean	6.40
Median	6.00
Standard Deviation	0.60

The course developed my ability to think critically about the subject



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	3	15.00%
6	6	30.00%
7-Very	11	55.00%

Statistics	Value
Response Count	20
Mean	6.40
Median	7.00
Standard Deviation	0.75

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?

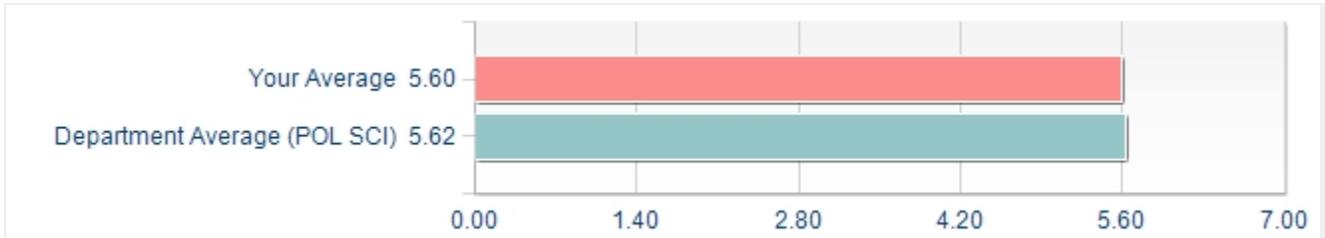
Options	Count	Percentage
3 or Fewer	1	5.00%
4-6	6	30.00%
7-9	7	35.00%
10-12	4	20.00%
13-15	1	5.00%
16-18	0	0.00%
More than 18	1	5.00%

Statistics	Value
Response Count	20
Mean	3.10
Median	3.00
Standard Deviation	1.33

How many class (or section) sessions did you attend?

Options	Count	Percentage
None	0	0.00%
Fewer than half	0	0.00%
About half	1	5.00%
More than half	8	40.00%
All	11	55.00%

How satisfied were you with your effort in this course?



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	5.00%
5	10	50.00%
6	5	25.00%
7-Very	4	20.00%

Statistics	Value
Response Count	20
Mean	5.60
Median	5.00
Standard Deviation	0.88

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any rating questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.

OPEN ENDED QUESTIONS (QUALITATIVE)

DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

What advice would you give to another student who is considering taking this course?

Comments
do the readings, it will make your sections much more interesting
Take good notes when reading the material
Do the readings for the class
Lots of fun philosophy with alot of reading— be prepared to go to office hours
Make sure to keep up with the readings.
Read, read, read! Take note of the lecture slides and GO TO LECTURE.
A lot of reading, manageable but requires planning to get done and easy to fall behind.
Great class and learned a lot
DO the readings
It is important to manage your time wisely because there is a lot of work and especially readings for this course.
Although there is a lot of material covered, it is a very useful class.
stay on top of the readings
Rosie is an amazing person and truly cares about your education. She helped me understand the concepts so clearly and even helped me decide how to read the readings effectively. She was energetic and great as an instructor. Be sure to take notes and participate and you will get the most out of lecture and especially discussion.
Do the readings and pay attention.

Please identify the strengths of this GSI and the discussion section.

Comments
Rosie is super enthusiastic about the material, which I appreciated. The material itself can be kind of dry, so her excitement definitely make the material more interesting. Also, her feedback on my papers has been very helpful. It was all spot on.
enthusiasm and depth of knowledge.
Facilitating small group work
was very engaging in discussion. effectively facilitated class discussions. was very knowledgeable about the topics at hand
She is incredibly engaging
She is always energetic in the early mornings and passionate about the subject she's teaching. She is very organized and easy to understand. She's extremely helpful at office hours and answered my questions directly and thoroughly.
Uplifting, dedicated, informative.
Very clear explanation of ambiguous topics, lively and cheerful which helped students be more engaged.
Helpful with feedback, encourages active thinking about the material, helps break down dense/difficult readings, engaging.
She was good at explaining and defining the readings
Ability to explain. Lots of anxiety so im glad she didnt force me to talk in class
Rosemarie is an extremely effective, insightful, and helpful GSI. She goes above and beyond to help her students. She has consistently extended her office hours to help us with our papers, and she is always willing to help you with course materials.
Rosie was a very interactive and engaged instructor throughout the semester. Her strengths in her thorough and well-detailed lesson plans that cover the material learned in class with more brevity than was offered by the lecture.
Rosie does a great job making the difficult concepts more intuitive.
Organization, energy, knowledge, speaking skills, and teaching skills. Very welcoming and includes all students.
Rosemarie is a fantastic GSI. Her feedback is always helpful and her sections are informative and well-organized. She would make a fantastic professor and anyone would be lucky to hire her.
Rosemarie is genuinely brilliant. She has more knowledge than some full-time university professors and has a sincere passion for political theory. I have no complaints at all, and am very happy for her and the university about her getting to teach PS 112c next semester.

Please identify areas where the GSI's performance and/or the discussion section could be improved.

Comments
In discussion, I felt that we spent a majority of the time going over material from lecture and readings, which was helpful but could get a little boring. I would have liked more discussions about our own positions on the material.
perhaps, instead of writing a lot of things on the board at the beginning of class, the gsi could prepare a handout before class to save time for discussion. Not a big deal but just a tip.
None
Nothing
n/a
Sometimes runs out of time in class.
She was perfect!
I don't think there is anything to improve on. Rosemarie is an exemplary GSI.
The main concern for this section was the limited time that we had to review, in addition to the lecture, the topics that we would discuss in the section. Perhaps more collaboration among the students and GSI should be encouraged in the limited time allotted.
When we got into medieval topics, I feel like we went over the readings too quickly.
Not really an improvement as I like the way discussions are formatted but more class discussion rather than group discussion or individual work as it helps more with readings I just don't seem to understand.
I can't think of anything. Rosemarie is really good, you should give her a raise.

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any open-ended questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.



Wagner, Rosemarie (POL SCI 112A DIS 103 HIST POL THEORY) - Fa 2017 (Instructor Version)

Fall 2017 Evaluations

Project Audience 30
Responses Received 21
Response Ratio 70.0%

Subject Details

Name	POL SCI 112A DIS 103 HIST POL THEORY
DEPT_NAME	POL SCI
DEPT_FORM	POL SCI
EVALUATION_TYPE	G
First Name	Rosemarie
Last Name	Wagner

Creation Date Fri, Dec 22, 2017

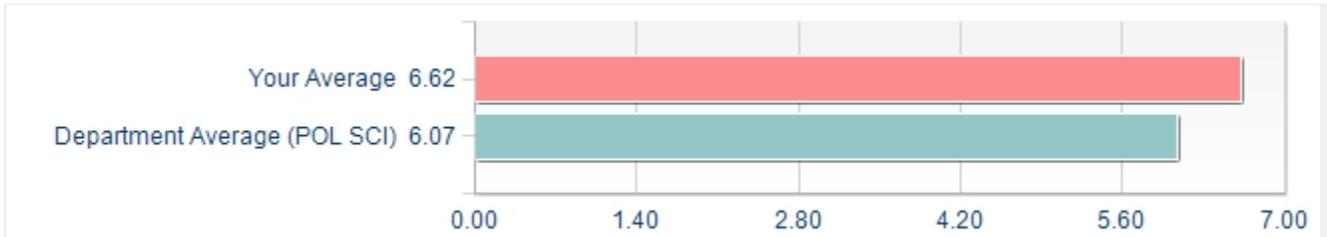


FOR YOUR INFORMATION: Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

RATING QUESTIONS (QUANTITATIVE)

UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.

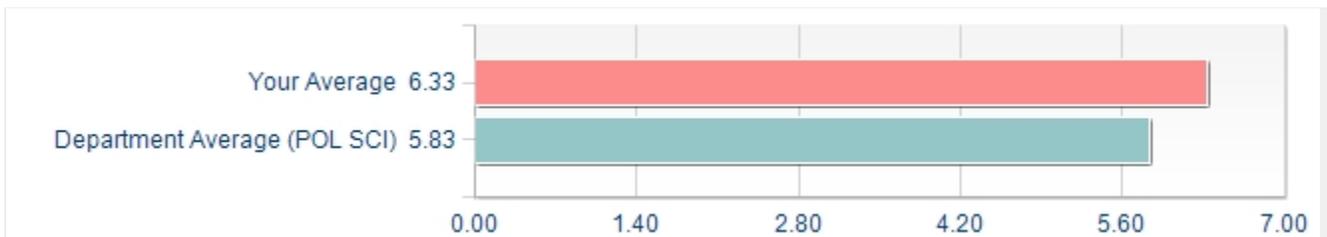
Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this graduate student instructor?



Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	1	4.76%
5	1	4.76%
6	3	14.29%
7-Extremely Effective	16	76.19%

Statistics	Value
Response Count	21
Mean	6.62
Median	7.00
Standard Deviation	0.80

Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?

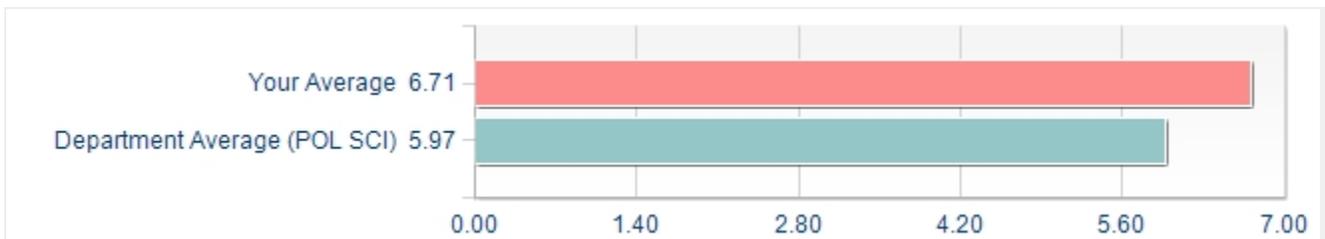


Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	1	4.76%
5	2	9.52%
6	7	33.33%
7-Extremely Effective	11	52.38%

Statistics	Value
Response Count	21
Mean	6.33
Median	7.00
Standard Deviation	0.86

DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

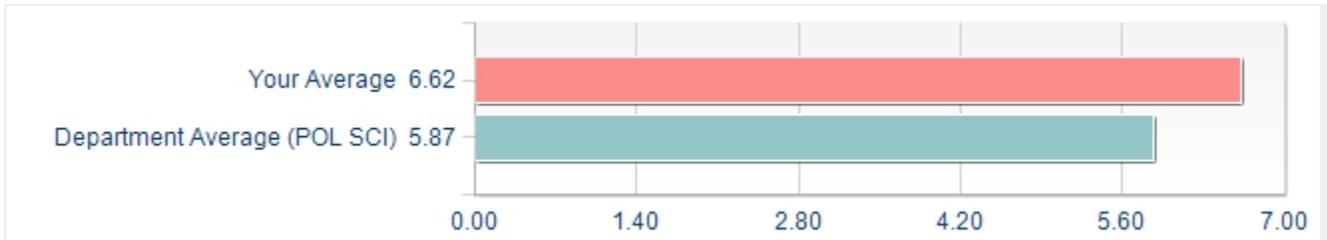
The instructor presented content in an organized manner



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	4.76%
6	4	19.05%
7-Very	16	76.19%

Statistics	Value
Response Count	21
Mean	6.71
Median	7.00
Standard Deviation	0.56

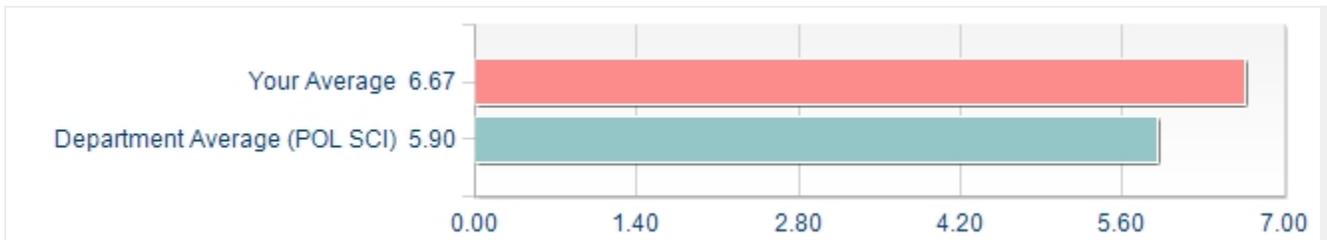
The instructor explained concepts clearly



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	4.76%
5	0	0.00%
6	5	23.81%
7-Very	15	71.43%

Statistics	Value
Response Count	21
Mean	6.62
Median	7.00
Standard Deviation	0.74

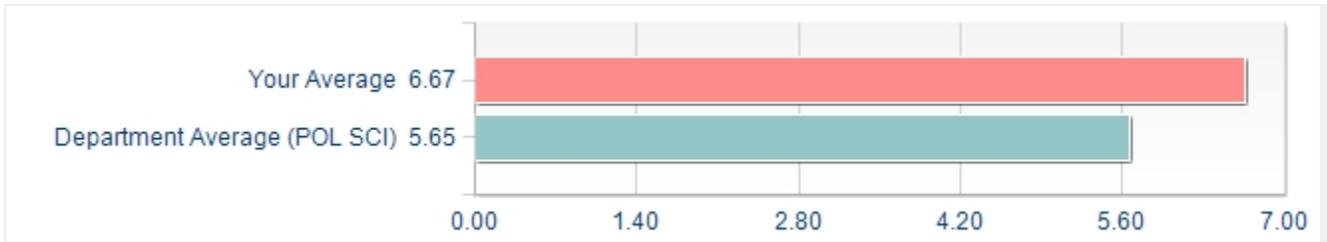
The instructor was helpful when I had difficulties or questions



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	4.76%
5	1	4.76%
6	2	9.52%
7-Very	17	80.95%

Statistics	Value
Response Count	21
Mean	6.67
Median	7.00
Standard Deviation	0.80

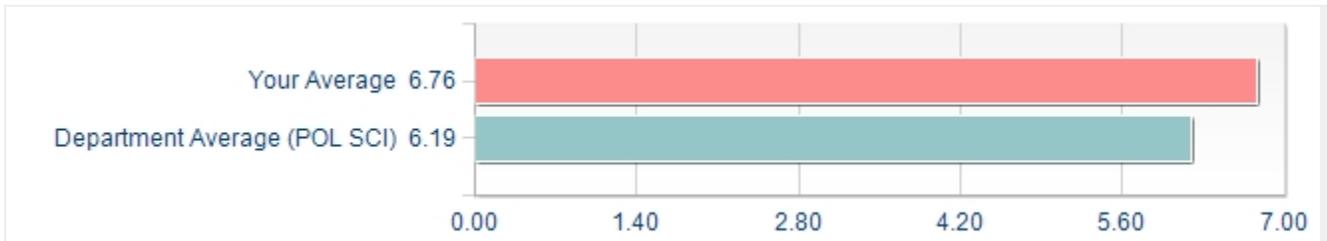
The instructor provided clear constructive feedback



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	1	4.76%
6	5	23.81%
7-Very	15	71.43%

Statistics	Value
Response Count	21
Mean	6.67
Median	7.00
Standard Deviation	0.58

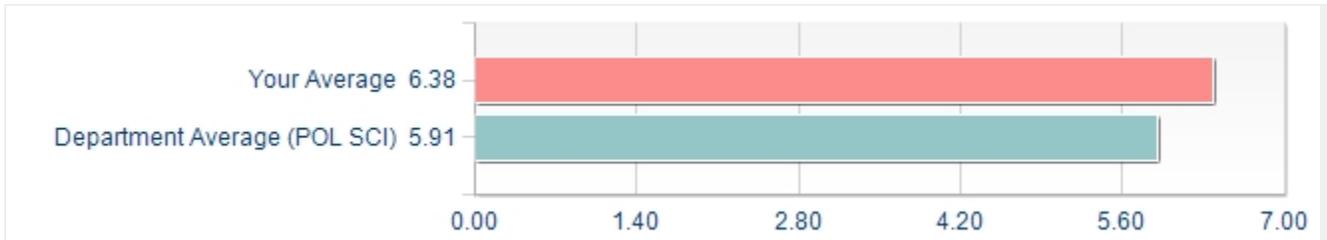
The instructor encouraged student questions and participation



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	0	0.00%
5	2	9.52%
6	1	4.76%
7-Very	18	85.71%

Statistics	Value
Response Count	21
Mean	6.76
Median	7.00
Standard Deviation	0.62

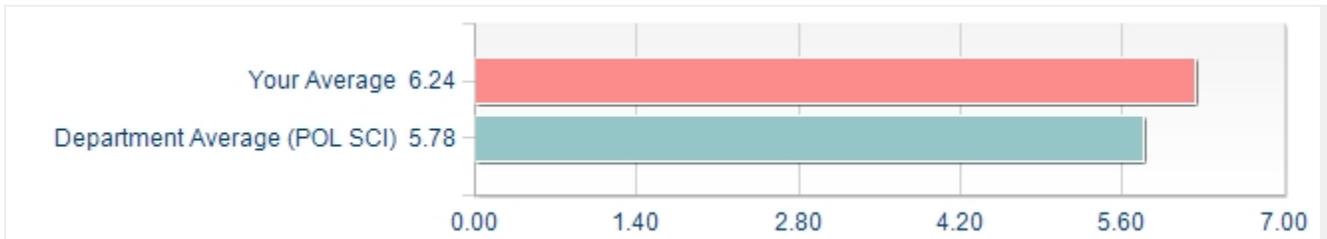
The course was effectively organized



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	2	9.52%
5	0	0.00%
6	7	33.33%
7-Very	12	57.14%

Statistics	Value
Response Count	21
Mean	6.38
Median	7.00
Standard Deviation	0.92

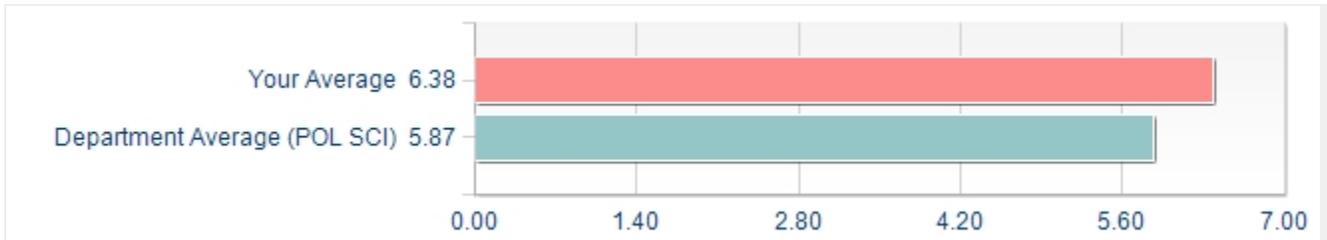
The course developed my abilities and skills for the subject



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	4.76%
5	2	9.52%
6	9	42.86%
7-Very	9	42.86%

Statistics	Value
Response Count	21
Mean	6.24
Median	6.00
Standard Deviation	0.83

The course developed my ability to think critically about the subject



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	1	4.76%
5	2	9.52%
6	6	28.57%
7-Very	12	57.14%

Statistics	Value
Response Count	21
Mean	6.38
Median	7.00
Standard Deviation	0.86

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?

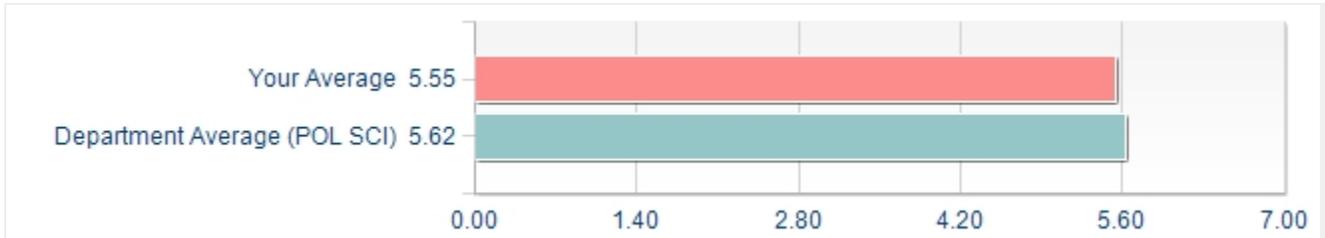
Options	Count	Percentage
3 or Fewer	1	4.76%
4-6	7	33.33%
7-9	8	38.10%
10-12	4	19.05%
13-15	1	4.76%
16-18	0	0.00%
More than 18	0	0.00%

Statistics	Value
Response Count	21
Mean	2.86
Median	3.00
Standard Deviation	0.96

How many class (or section) sessions did you attend?

Options	Count	Percentage
None	0	0.00%
Fewer than half	0	0.00%
About half	0	0.00%
More than half	10	47.62%
All	11	52.38%

How satisfied were you with your effort in this course?



Options	Count	Percentage
1-Not at all	0	0.00%
2	0	0.00%
3	0	0.00%
4-Somewhat	3	15.00%
5	5	25.00%
6	10	50.00%
7-Very	2	10.00%

Statistics	Value
Response Count	20
Mean	5.55
Median	6.00
Standard Deviation	0.89

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any rating questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.

OPEN ENDED QUESTIONS (QUALITATIVE)

DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.

What advice would you give to another student who is considering taking this course?

Comments
Actually do the reading
Be prepared for a ridiculous amount of canon law. The professor also ignores the ottoman empire/Islam when discussing the middle ages, which is a major injustice
it is reading intensive but worth it in the end. do the reading!
Make sure to come prepared before coming to discussion section; you will definitely get more out of it and be able to think more critically about the subject during in-depth discussion with peers during section time.
Be ready to do a lot of reading
Read a lot
Participate in section/interact with GSI
attend all classes
this is a good start to study history of political theory
Go to sections. Even if you do not do the readings, section is really helpful in conceptualizing everything. While there is a lot of authors, the reading for each day is very manageable.
Get ready to participate so read
Be ready to struggle and face a lot of challenges. Writing the papers well is extremely difficult.
Take this course and if you get Rosie as your GSI you hit the jackpot! She is extremely helpful when you approach her with questions, and gives constructive criticism on your outlines, which is extremely helpful!
Political theory is a difficult subject and requires close reading of texts but I do recommend the course! I think this class teaches you to think abstractly and write critically in response to authors which are important skills.
Start your essays as soon as the assignment is posted; this is very generic advice, but I wish I had followed it a little more thoroughly. My GSI and the instructor for the class both had really excellent feedback when I took my outlines and questions about the essays to them, and that is what helped the most when writing my papers. Also, stay on top of the readings!
to be prepared to read a lot;
Go to office hours. Super helpful.

Please identify the strengths of this GSI and the discussion section.

Comments
Very enthusiastic, and motivational, makes dull material very interesting
Rosie was a fantastic gsi, she was very engaging, helpful, and always made herself available for questions
rosie has been incredibly helpful during section and outside of it. she explains things simply and shows you all sides of the equation.
The GSI was extremely accessible and good at giving feedback on papers — as well as discussing complex concepts from the course in more easily understandable terms. Discussion section had a good variety of material breakdown/review, discussion questions, and small group activities to better interact with the political theorists covered over the course of the semester.
Rosie is great at getting people involved in discussion and breaking down topics in class to make them understandable.
Incredibly organized and passionate about the material. Super great GSI.
Very engaging lecturer Genuinely entertaining section Open to diversity of viewpoints
questions were clearly answered
she encouraged me to participate in the discussion and to think concepts critically
Super clear and very engaging. I also appreciate that she changes up the organization and the format of each discussion. She does small and large group discussions, debates, questions, etc. Rosie is also very professional, and her outfits are very sleek :)
Very interesting
Animated, very articulate,
Rosie is very helpful when you ask her a question about the readings. She makes you feel as an equal, rather than her student. She gives constructive criticism, and makes you push yourself to write better papers! Rosie is always upbeat and finds new ways to make the readings make more sense to her students.
Explains topics really well; thoughts are easy to follow. Facilitates open discussion in class and very welcoming.
Rosie was incredibly engaging, and had very thorough lesson plans that served to include all students in a participatory manner. The readings can often be fairly dense and she was very good and breaking down the key concepts/ideas for us.
Clearly explains difficult theories/concepts.
Rosie is an absolutely amazing teacher; she is quite knowledgeable on the subject and most importantly she seems to be absolutely passionate about the stuff that she teaches; her discussion sections are very active, engaging, and interactive; she is great at administrative work;
Very, very friendly and eager to teach. Encourages lots of discussion. Loves the subject.

Please identify areas where the GSI's performance and/or the discussion section could be improved.

Comments
Could go over more material
i think there is nothing really to work on. if i had to say something, i would want more emphasis on the weighted topics in the class.
Nothing off the top of my head; I had an extremely good experience with my GSI and discussion section time.
n/a
Maybe more feedback on essays/discussing essays more in section
i dont know
Nothing!
N/a
Not super linear in organization with the material. Doesnt call on you that much.
NONE!!!
Some of the activities we did were less well timed or structured — such as the debate or some group work.
Could provide us with more reading strategies for the denser texts.
More tangible notes/slides/class materials.
none
Maybe a little bit too much emphasis on group discussion and not enough class discussion. Minor complaint though.

INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any open-ended questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.