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Spring 2015 Course Evaluation Report for POLI266503_2015S_THE QUESTION OF JUSTICE - Christopher Kelly

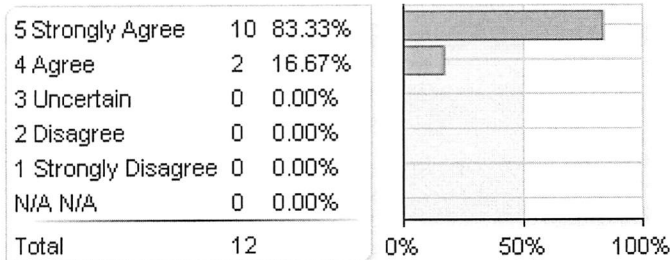
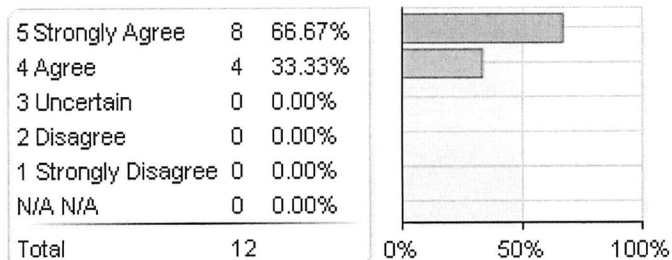
Response Table

Spring 2015	
Raters	Students
Responded	12
Invited	13
Response Ratio	92.31%

Course Related Questions for POLI266503_2015S_THE QUESTION OF JUSTICE- Distribution of Responses

1. The course was well organized.

2. The course generally followed the syllabus.

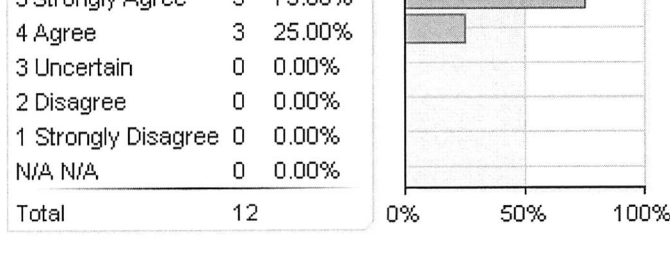
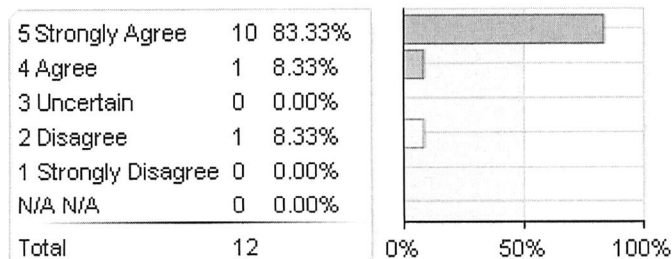


Statistics	Value
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	+/-0.49

Statistics	Value
Mean	4.83
Median	5.00
Mode	5
Standard Deviation	+/-0.39

3. Class attendance was necessary for learning course material.

4. The course was intellectually challenging.

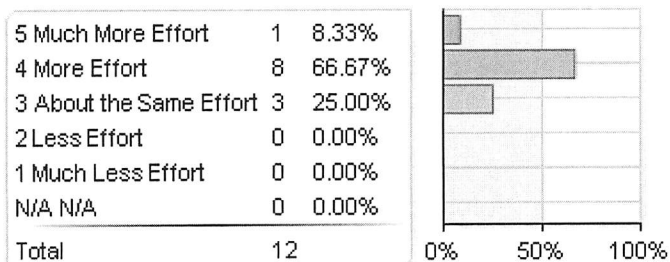


Statistics	Value
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	+/-0.89

Statistics	Value
Mean	4.75
Median	5.00
Mode	5
Standard Deviation	+/-0.45

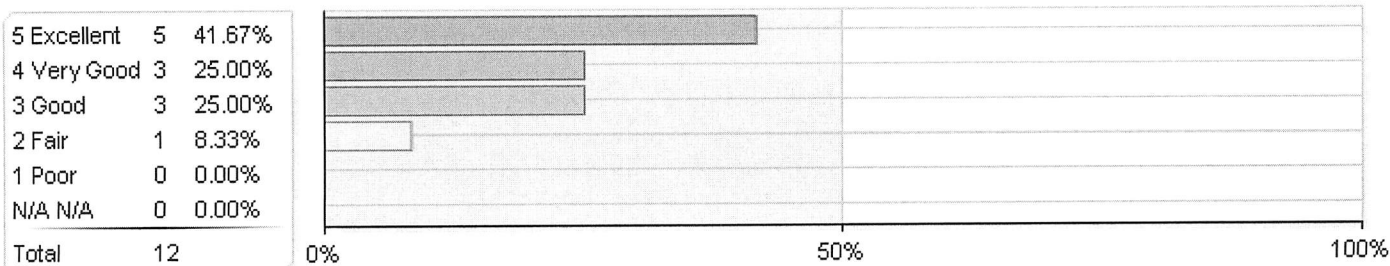
Course Related Questions for POLI266503_2015S_THE QUESTION OF JUSTICE- Distribution of Responses (continued)

Compared to similar courses (ie core, major, etc), this course required:



Statistics	Value
Mean	3.83
Median	4.00
Mode	4
Standard Deviation	+/-0.58

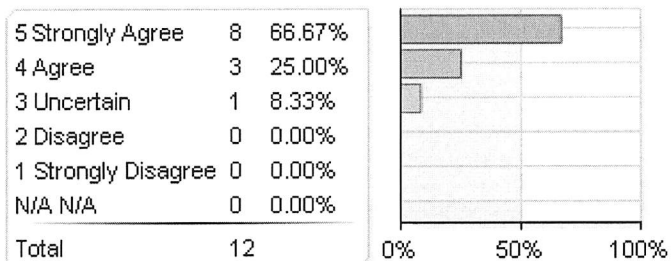
How would you rate this course overall?



Statistics	Value
Mean	4.00
Median	4.00
Mode	5
Standard Deviation	+/-1.04

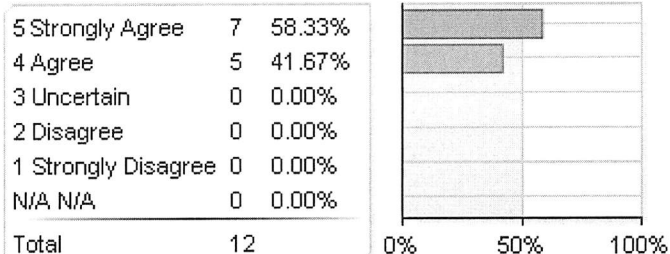
Instructor Questions for (Christopher Kelly)- Distribution of Responses

1. The instructor was prepared.



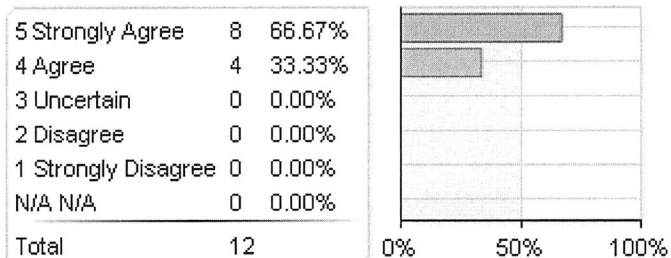
Statistics	Value
Mean	4.58
Median	5.00
Mode	5
Standard Deviation	+/-0.67

2. The instructor was available for help outside of class.



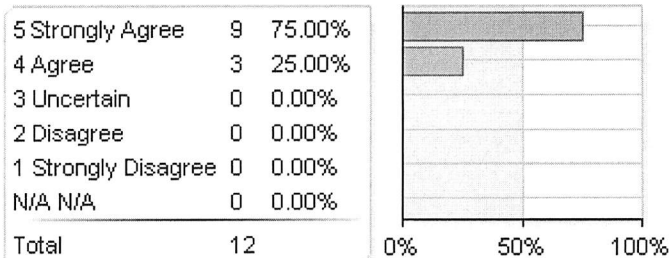
Statistics	Value
Mean	4.58
Median	5.00
Mode	5
Standard Deviation	+/-0.51

3. The instructor returned assignments/tests conscientiously.



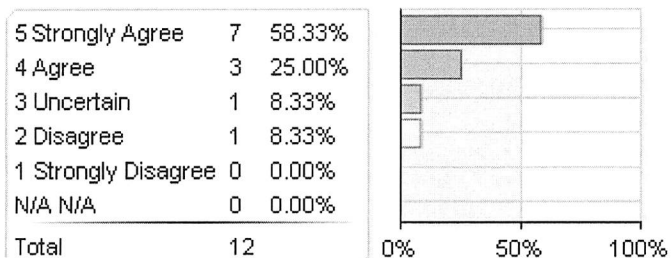
Statistics	Value
Mean	4.67
Median	5.00
Mode	5
Standard Deviation	+/-0.49

4. The instructor showed enthusiasm about the subject matter.



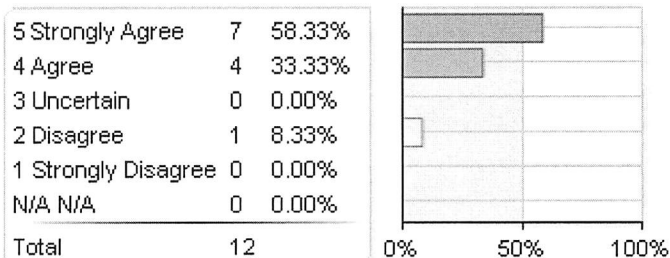
Statistics	Value
Mean	4.75
Median	5.00
Mode	5
Standard Deviation	+/-0.45

5. The instructor stimulated interest in the subject matter.



Statistics	Value
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	+/-0.98

6. The instructor's explanations were clear.

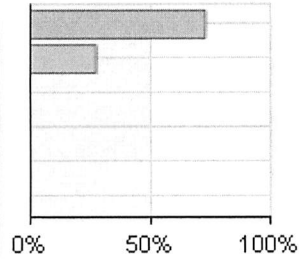


Statistics	Value
Mean	4.42
Median	5.00
Mode	5
Standard Deviation	+/-0.90

Instructor Questions for (Christopher Kelly)- Distribution of Responses (continued)

7. The instructor treated students with respect.

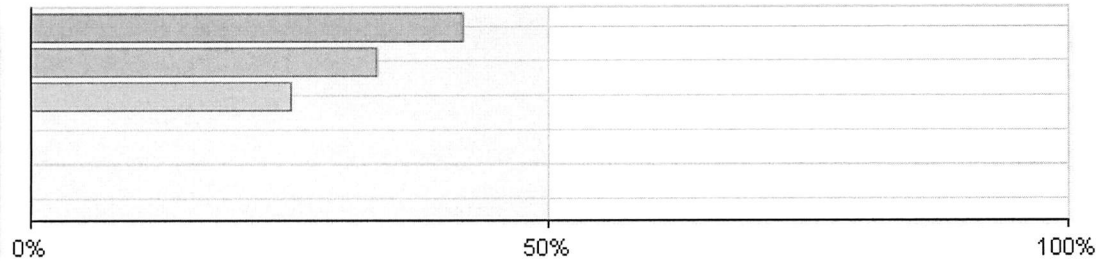
5 Strongly Agree	8	72.73%
4 Agree	3	27.27%
3 Uncertain	0	0.00%
2 Disagree	0	0.00%
1 Strongly Disagree	0	0.00%
N/A N/A	0	0.00%
Total	11	



Statistics	Value
Mean	4.73
Median	5.00
Mode	5
Standard Deviation	+/-0.47

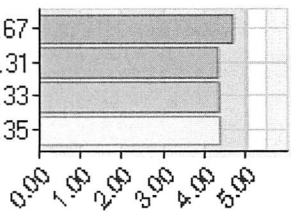
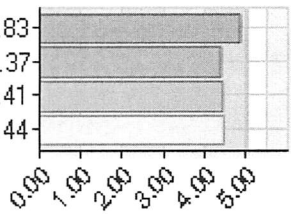
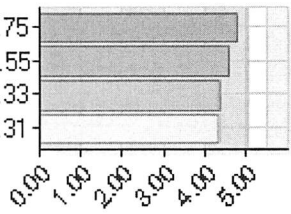
How would you rate this instructor overall as a teacher?

5 Excellent	5	41.67%
4 Very Good	4	33.33%
3 Good	3	25.00%
2 Fair	0	0.00%
1 Poor	0	0.00%
N/A N/A	0	0.00%
Total	12	

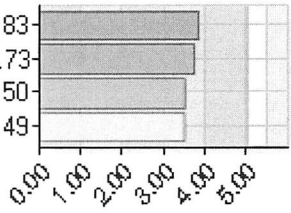


Statistics	Value
Mean	4.17
Median	4.00
Mode	5
Standard Deviation	+/-0.83

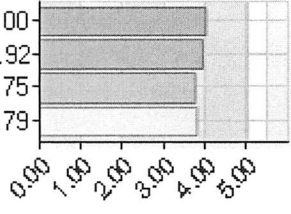
Course Questions for POLI266503_2015S_THE QUESTION OF JUSTICE - Benchmarks

<p>1. The course was well organized.</p>	<table border="1"> <tr> <td>Course Average</td> <td>4.67</td> </tr> <tr> <td>Dept Avg (Political Science)</td> <td>4.31</td> </tr> <tr> <td>School (Morrissey College of Arts and Sciences)</td> <td>4.33</td> </tr> <tr> <td>Boston College</td> <td>4.35</td> </tr> </table> 	Course Average	4.67	Dept Avg (Political Science)	4.31	School (Morrissey College of Arts and Sciences)	4.33	Boston College	4.35
Course Average	4.67								
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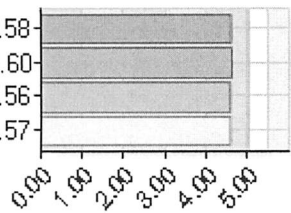
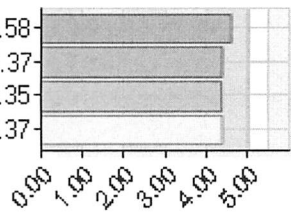
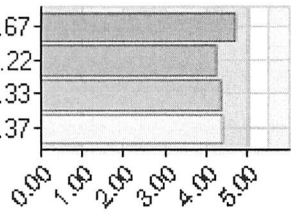
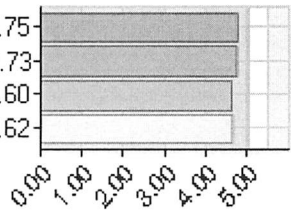
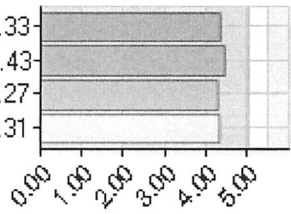
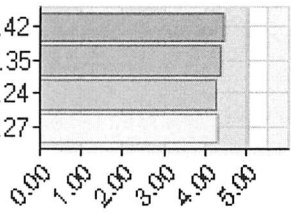
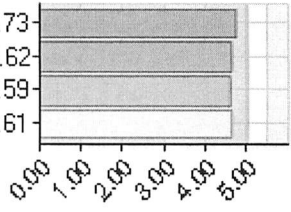
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How would you rate this course overall?

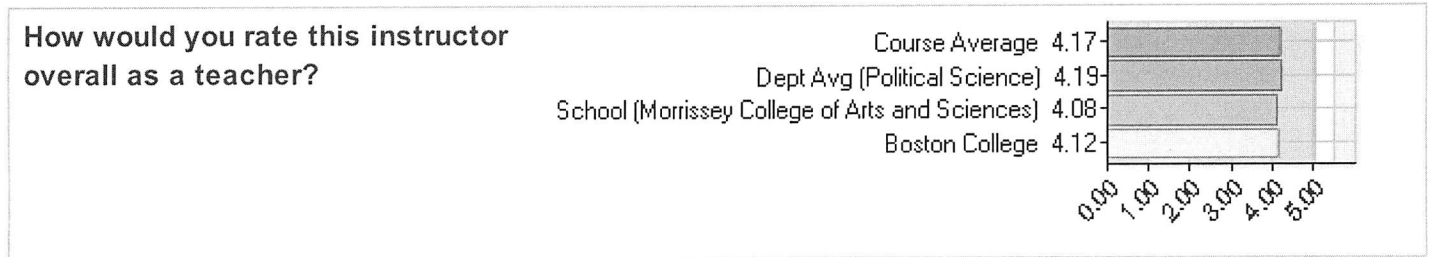
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Instructor Questions for (Christopher Kelly) - Benchmarks

<p>1. The instructor was prepared.</p>	<table border="0"> <tr> <td>Course Average</td> <td>4.58</td> </tr> <tr> <td>Dept Avg (Political Science)</td> <td>4.60</td> </tr> <tr> <td>School (Morrissey College of Arts and Sciences)</td> <td>4.56</td> </tr> <tr> <td>Boston College</td> <td>4.57</td> </tr> </table> 	Course Average	4.58	Dept Avg (Political Science)	4.60	School (Morrissey College of Arts and Sciences)	4.56	Boston College	4.57
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Instructor Questions for (Christopher Kelly) - Benchmarks (continued)

How would you rate this instructor overall as a teacher?



Comments for POLI266503_2015S_THE QUESTION OF JUSTICE - Christopher Kelly

What are the strengths of this course?

Comment

The course took a diverse and challenging look at what justice truly means. We read lots of interesting material from a myriad of sources, which helped illustrate the complexity of what justice truly is.

Read a fascinating array of books in an interesting combination of philosophy and political science.

-great texts

-interesting class discussion

-what we learned is applicable to life/the world/the universe/ beyond the universe (?????!!!)

-grayson was cool. not in a "Bro" way but in an understanding and wants to help you way. i'm sure he can be a bro too, but you don't really see that discussing philosophy. WHAT AM I EVEN TALKING ABOUT RN i don't know. tempted to delete this whole bullet point but that'd be dishonest

Strong intellectual conversations. Very intellectually stimulating and challenging.

I think Mr. Gilmore got better at teaching and at relating to our class as the course went on. He's clearly smart and passionate about the material, especially the Hobbes section, and he made himself very available to us outside of the class.

interesting subject matter, clear explanations by professor

- Discussion that led to important conversation about the question of justice
- Different looks by multiple authors on the question of justice
- Thoughtful essay topics that probed students for answers

How could the instructor improve the course?

Comment

A couple of the readings seemed irrelevant, however, for the most part there is very little i would recommend to change the course

Some more heads up about the author before we read his/her work would be great.

sometimes he gives the answer he's looking for a little too soon. Sometimes that awkward silence is good for a class. Shows them that more than 3 people have to come prepared to discuss the book.

Not sure there is a better way with the given material and time constraints.

I have no idea why Mr. Gilmore chose the texts he did, nor how they related to "the question of justice." Nor how they related to each other, come to think of it. The texts focused more strongly on rhetoric than justice and seemed random at times.

create a more interactive discussion

This course definitely needs to find a way to be more continuous throughout a class. It seemed pretty disorganized sometimes and conversation felt unnatural at times.

I would recommend having Professor Gilmore teach the class again - it could be an excellent class, if he got into the flow of it a bit more.

Would you recommend this course to other students, majors, etc.? Why or why not?

Comment

I would recommend this class to other political science majors who are interesting in taking a seminar course. The work load is reasonable and the material is interesting, and is perfect for fulfilling a level 200 requirement.

Yes, very interesting course that will expose you to the cornerstones of political thought.

Yeah, I certainly feel smarter having taken this class. And it's not insanely difficult if you put the time in and stay on top of

the readings.

Yes, because it'll allow the student to practice his/her rationality and text interpretation skills

Probably not. I took the class to fulfill the political philosophy requirement. While it wasn't a negative experience, if I could go back in time I would sign up for a DiPasquale course instead.

yes, although I would recommend taking it twice a week as opposed to one class for two and a half hours (difficult to maintain focus)

Yes - very interesting, although sometimes the classes felt long

Additional Comments:

Comment

Thanks for a great semester, Grayson. You were awesome

My biggest complaint is that basically two or three guys spoke the entire semester. Mr. Gilmore could have asked questions directly of the two-thirds of the class that wasn't participating or refused to call on the guys who monopolized the conversation. It especially bothered me that almost none of the girls spoke at all. I wish Mr. Gilmore had fostered a more inclusive classroom.

I personally did not enjoy writing essays about books that we hadn't finished or come close to finishing (specifically Thucydides' History). I felt like my ideas about the text were incomplete and superficial at some points in my essays.

Responses to Customized Questions for POLI266503_2015S_THE QUESTION OF JUSTICE - Christopher Kelly

Course Report for POLI266503_2015S_THE QUESTION OF JUSTICE - Christopher Kelly

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