

PHIL 124 (01): Kinds of Minds

J-Term 2019-20 | Deke Gould | Course CIP Code: 38.0101

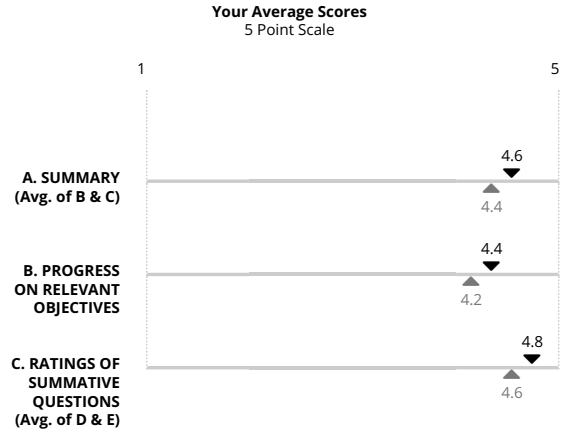
20		Students Enrolled
20		Students Responded
100%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

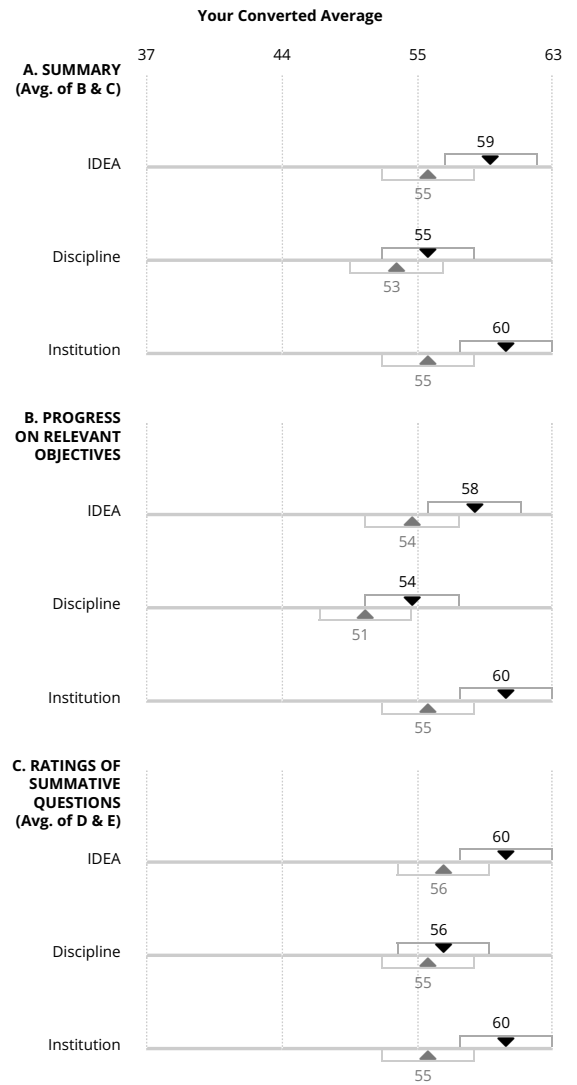
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.8	5
E. Excellent Course	4.3	4.5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	59	63
Discipline	58	60
Institution	58	63
E. Excellent Course		
IDEA	52	56
Discipline	52	52
Institution	52	57

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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		Your Converted Average									
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		4.2	4.3	0	85	50	53	50	51	50	55
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		3.2	3.3	20	40	37	39	34	34	41	45
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		4.3	4.6	0	80	54	60	55	56	55	61
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		4.2	4.4	0	75	51	56	53	55	51	58
Acquiring skills in working with others as a member of a team		3.3	3.5	20	45	41	43	48	50	45	50
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		2.9	2.9	35	25	38	38	39	39	41	45
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		3.8	4	5	65	50	53	48	50	49	54
Developing skill in expressing myself orally or in writing		3.8	4.1	15	65	48	53	47	50	50	56
Learning how to find, evaluate, and use resources to explore a topic in depth		3.2	3.3	35	50	36	38	39	41	43	48
Developing ethical reasoning and/or ethical decision making		3.9	4.1	20	70	49	54	44	47	54	58
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		4.6	4.8	0	90	60	65	57	60	60	64
Learning to apply knowledge and skills to benefit others or serve the public good		3.6	3.8	25	65	42	46	43	48	48	53
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		2.4	2.4	65	30	27	27	38	39	38	41

Your Converted Average				
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	4.5	73	75	69
Difficulty of subject matter	4.3	67	65	66

Your Converted Average				
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	45	48	44
I really wanted to take this course regardless of who taught it.	4.2	59	62	57
When this course began I believed I could master its content.	3.6	41	48	42
My background prepared me well for this course's requirements.	2.7	27	38	31

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.1	5% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.3	5% (1 or 2) 85% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.4	5% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.7	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.4	20% (1 or 2) 45% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.4	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	10% (2)	30% (6)	60% (12)	20	0	0.67	4.5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	5% (1)	10% (2)	35% (7)	50% (10)	20	0	0.84	4.3
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	20% (4)	80% (16)	20	0	0.4	4.8
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	20% (4)	80% (16)	20	0	0.4	4.8
Formed teams or groups to facilitate learning	0% (0)	0% (0)	40% (8)	30% (6)	30% (6)	20	0	0.83	3.9
Made it clear how each topic fit into the course	0% (0)	0% (0)	5% (1)	30% (6)	65% (13)	20	0	0.58	4.6
Provided meaningful feedback on students' academic performance	0% (0)	5% (1)	5% (1)	40% (8)	50% (10)	20	0	0.79	4.35
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	25% (5)	75% (15)	20	0	0.43	4.75
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	5% (1)	15% (3)	35% (7)	30% (6)	15% (3)	20	0	1.06	3.35
Explained course material clearly and concisely	0% (0)	0% (0)	15% (3)	45% (9)	40% (8)	20	0	0.7	4.25

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	5% (1)	25% (5)	70% (14)	20	0	0.57	4.65
Created opportunities for students to apply course content outside the classroom	0% (0)	20% (4)	20% (4)	35% (7)	25% (5)	20	0	1.06	3.65
Introduced stimulating ideas about the subject	0% (0)	0% (0)	5% (1)	20% (4)	75% (15)	20	0	0.56	4.7
Involved students in hands-on projects such as research, case studies, or real life activities	15% (3)	35% (7)	25% (5)	5% (1)	20% (4)	20	0	1.33	2.8
Inspired students to set and achieve goals which really challenged them	0% (0)	5% (1)	20% (4)	35% (7)	40% (8)	20	0	0.89	4.1
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	5% (1)	10% (2)	35% (7)	50% (10)	20	0	0.84	4.3
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	10% (2)	45% (9)	45% (9)	20	0	0.65	4.35
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	10% (2)	40% (8)	50% (10)	20	0	0.66	4.4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	45% (9)	55% (11)	20	0	0.5	4.55

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	15% (3)	55% (11)	30% (6)	20	0	0.65	4.15
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	5% (1)	15% (3)	40% (8)	35% (7)	5% (1)	20	0	0.93	3.2
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	20% (4)	30% (6)	50% (10)	20	0	0.78	4.3
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	25% (5)	35% (7)	40% (8)	20	0	0.79	4.15
Acquiring skills in working with others as a member of a team	10% (2)	10% (2)	35% (7)	30% (6)	15% (3)	20	0	1.14	3.3
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	10% (2)	25% (5)	40% (8)	20% (4)	5% (1)	20	0	1.01	2.85
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	5% (1)	30% (6)	45% (9)	20% (4)	20	0	0.81	3.8
Developing skill in expressing myself orally or in writing	0% (0)	15% (3)	20% (4)	40% (8)	25% (5)	20	0	0.99	3.75
Learning how to find, evaluate, and use resources to explore a topic in depth	10% (2)	25% (5)	15% (3)	35% (7)	15% (3)	20	0	1.25	3.2
Developing ethical reasoning and/or ethical decision making	0% (0)	20% (4)	10% (2)	35% (7)	35% (7)	20	0	1.11	3.85
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	10% (2)	25% (5)	65% (13)	20	0	0.67	4.55
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	25% (5)	10% (2)	50% (10)	15% (3)	20	0	1.02	3.55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	35% (7)	30% (6)	5% (1)	20% (4)	10% (2)	20	0	1.39	2.4

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	5% (1)	40% (8)	55% (11)	20	0	0.59	4.5
Difficulty of subject matter	0% (0)	0% (0)	5% (1)	60% (12)	35% (7)	20	0	0.56	4.3

For the following items, choose the option that best corresponds to your judgment.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	10% (2)	25% (5)	50% (10)	15% (3)	20	0	0.84	3.7
I really wanted to take this course regardless of who taught it.	0% (0)	5% (1)	10% (2)	45% (9)	40% (8)	20	0	0.81	4.2
When this course began I believed I could master its content.	0% (0)	5% (1)	50% (10)	25% (5)	20% (4)	20	0	0.86	3.6
My background prepared me well for this course's requirements.	25% (5)	25% (5)	25% (5)	5% (1)	20% (4)	20	0	1.42	2.7
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	20% (4)	80% (16)	20	0	0.4	4.8
Overall, I rate this course as excellent.	0% (0)	10% (2)	5% (1)	35% (7)	50% (10)	20	0	0.94	4.25

\$201-\$225	\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200	N	DNA	SD	M
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or on-line access codes required for this class?			0% (0)	25% (5)	35% (7)	20% (4)	15% (3)	5% (1)	0% (0)	0% (0)	0% (0)	20	0	1.16	3.4
			0% (0)	0% (0)	0% (0)										

Obtained the course packet	All materials were on Moodle	No textbooks were required	Purchased new at a bookstore	Skipped the materials (didn't buy or borrow)	Other	Purchased new from an online bookseller	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan Did not acquire because costs were too high	Used library reserve copy Used other texts of resources in place of the one assigned	N	DNA	SD	M
How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply).			24.32% (9)	27.03% (10)	13.51% (5)	27.03% (10)	5.41% (2)	2.7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	37	0	-	-
			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)						

	None of them	Very few of them	Some of them	Most of them	All of them	N	DNA	SD	M
How many of the required textbooks, course packets, additional materials, and/or online access codes did you use in this class?	10% (2)	0% (0)	0% (0)	5% (1)	85% (17)	20	0	1.2	4.55

	They negatively impacted my learning	They had no impact on my learning	They had a small positive impact on my learning	They had moderately positive impact on my learning	They had a strong positive impact on my learning	N	DNA	SD	M
To what degree did the required textbooks, course packets, additional materials, and/or online access codes help you succeed in this class?	0% (0)	0% (0)	0% (0)	5% (1)	95% (19)	20	0	0.22	4.95

	A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F	N	DNA	SD	M
What final grade do you expect to receive in this class?	5% (1)	35% (7)	50% (10)	5% (1)	0% (0)	5% (1)	0% (0)	0% (0)	20	0	0.99	6.25

Qualitative

Comments -
<ul style="list-style-type: none">I think that it would be beneficial to construct the core arguments with students when discussing the books from day 1 of reading because this helps us as students see how you are able to find important and meaningful ideas and reconstruct it into a smaller more concise argument. At first we learned about logic arguments that are valid and invalid but I feel the period between introducing these arguments and making us reconstruct them on our own came too quickly for me to truly understand how to reconstruct them somewhat well. The logic warm ups were a great way to help us prepare for exams and was one of my favorite parts of class. I enjoyed this class and think for the first time teaching a j-term it went very well. The pace was different but there was no alternative. Thanks for a great term.One of the things Dr. Gould does is makes sure his students are understanding the material presented in class. He pauses frequently to allow time for questions, and clears up questions that are asked, as well as asks us to clear up questions for other students. He does a great job mixing up the type of learning we do whether it's through books, documentaries, individually, or in groups. He challenges you to step outside your comfort zone and think in ways you may have never thought in before. He made this class challenging yet interesting and manageable.Dr. Gould was an excellent professor. He kept the class engaged and actually gave students control, at times, in leading discussions, which was nice as it kept the 3-hour class times less boring. He was flexible and understanding with some requests and made sure the students fully the got the best experience from the class. He was patient and willing when asked to repeat concepts.-more step-by-step practice in class of picking out an argument from a chapter, as in, you walk us through it as a whole class rather than leave us to our own devices -discussion sometimes focused on one thing a person said for a long time and then other students didn't have anything to say about that topic and we ran out of time to discuss other topics -more explanation of what to say on tests and papers when you want more to the answer the student gave instead of just writing "more..."This class was a lot of work, but that workload really helped me to get immersed in the content and the class for the term. I feel like I was burnt out a lot, but the breaks within the class with documentaries helped to me to "recharge". I think that when we start a new topic we need to have a little time to let it mill over in our heads before we are asked to comment on it. Yes, we read it so we have a general idea of what the concepts are, but it helps cement it when we talk about it in class.The logic warm ups and class discussions really help to hit home certain ideas/ make things more clear. However, for those of us that are having our first experience with philosophy through this class, some

things can be difficult. Especially with it being a condensed term, it can be very difficult to try to master new ways of thinking and writing. It would be helpful to have a bit more guidance on these things for the people who are very new to philosophy.

- I really enjoyed the subject matter we learned throughout this class which was partly the reason I signed up to take it during J-term. Going into this class I was very excited and even though I did enjoy the class as a whole, the course work and time expected outside of class became a bit overwhelming at times and there were many nights I was unable to completely finish my reading with other responsibilities I had to complete. I also think the grading was a little harsh at times as well considering this is a J-term class and we're being overloaded with so much complex information all at one time that may take students a bit to completely think through and fully understand. The class was very fun and the professor made the information interesting so the days went by pretty fast.
- The logic warmups were very helpful and I would recommend encouraging people to do some on their own to practice. I would also recommend requiring people to post questions with each reading which can then be used in discussions to make them more engaging.
- This was an extremely intellectually stimulating class. What I think might improve it would be to walk through each chapter's main points from beginning to end when talking in class, and addressing any confusion that may have come up during. Some chapters that had interesting material unfortunately got passed over for chapters with more content to cover. Relating the material to other subjects and topics was extremely helpful to understanding the course content. Logic warmups were helpful but seemed to take up almost a full normal class period sometimes, which shortened how much we could talk about the books. Easing into the philosophical aspects was especially helpful to understanding the material towards the end of the class. This was a very engaging and fun class to have taken and is easy to get those on the fence to be more interested in philosophy.
- Providing documentaries was a good idea as it helped a lot with being able to understand the readings. The breaks were also very helpful with the very long days. I wish we would've had more time to work on the first paper it seemed very rushed and I still didn't feel like I had a firm grasp of the material, I felt a little lost and time constrained. The order in which we read the books was really good, as the term went on I definitely felt more and more drained and if I would've started off with a really difficult book perhaps that would've made me feel drained earlier on and less interested. The logic warm ups were definitely very helpful. This class was intense as is expected with J term classes but it was overall well structured considering the circumstances.
- Dr. Gould was very helpful making himself constantly available to his students through office hours. I found this very helpful to be able to go to him and talk things through with him. It would have been more helpful to be walked through how to pick out and form an argument without being thrown into it. At times in class when we had to form arguments in short amounts of time it stressed me out and I often felt kind of lost in what I was doing. I think more preparation before making an argument would be very helpful.
- Overall, I really enjoyed this course, and I am very grateful I was offered the opportunity to learn more about this topic. Dr. Gould did a very good job with making it clear that he cares about his students by asking many times if anyone had questions, and he would always be willing to explain something more in-depth. I did not know what to expect with the new J-term curriculum and Dr. Gould because I had never had him before, but I am very glad I did. He brought as much light to the class everyday as anyone could since it is a three hour class. You can tell he is very passionate about his job and students, and I think that is amazing. I cannot think of anything specific I would change about this class because I thought it was well-organized. It would possibly be beneficial if Dr. Gould slows down explaining sometimes because he can get excited, which allows him to talk faster. Otherwise, I really enjoyed the logic warmups everyday and the group work.
- Overall, I found this class very intellectually stimulating, which is something I am always interested in. The challenging material forced me to think critically about arguments, which is something I have done before but never in so much detail. I do think that the course started well but towards the end, a lot of the students ran out of steam due to the intensity and increased complexity of the material. I understand that we were prompted to "take the reins" in discussions, which I think most of us are comfortable doing, but only when we understand the material. The last book (Species of Mind) was my favorite due to its technicality, but I wanted our discussions of that book to be similar to prior discussions as it was the most difficult to understand, interpret, and extract meaning from. I know this course was designed to get us to think critically and propose our own ideas about the material-which I fully support-but when the material got more complex, I wanted there to be more guidance, not less. Also, there was a problem with participation for this class. I think a lot of the students didn't feel comfortable as the material is challenging, but also because the layout of the room during our chapter discussions didn't make us feel like it was a discussion. Maybe when the chapters are discussed it could be done Socratic seminar-style in one large group or circle. I feel like people will feel more comfortable. Even though I think the discussions can be improved, they were the best part of this class because it allowed me to delve deeper into the content and my own thinking. Also, the practice with constructing arguments was super useful and I plan to use that technique to help me in the future. Maybe for that though, there could be some extra, ungraded practice with just feedback to make the students more comfortable writing them.
- I think that the first book we read was a great fit for this course, and the last one was good as well. I found the second book to be confusing and I still don't feel that I grasped much of its content. The documentaries we very helpful for visualizing some of the topics we read about and discussed. I did not find the writing exercises to be helpful because I almost always felt lost, especially during the first week when we were asked to write an argument. I also felt extremely unprepared to write a philosophical essay after one week of class because I was not at all comfortable with reconstructing arguments or writing my own (and I am still somewhat lost for the upcoming second essay). I realize the time constraints of J-term contributed to some of these issues, but maybe some expectations could be changed a bit, particularly in the first half of the term.
- I really enjoyed this course and I'm very happy I got to take it. Our discussions have prompted me to think much more critically about how we respond and think about minds different from our own. I think changing the forum time to the morning was very helpful since I felt less stress about completing them on time. I also really appreciate that you take time to explain the basics of logic at the start of term and continue to help us review it throughout the class with logic warm ups. I will say at the beginning of term when you introduce the forum posts it might help if you don't describe them as simply our first impressions of the reading, especially if you have a lot of students who are new to philosophy in the class since most of the time when students are asked to give our impressions like in an English class, we are being asked how we felt about it. Maybe giving an example of what to do might help. I thought the choice in reading materials to be very engaging and I appreciated that you ramped up the difficulty as we went on in the term instead of throwing us head first. I also really appreciate that you encourage us to talk in class in a way that, for me at least, doesn't make it feel like we will be reprimanded for giving a wrong answer or asking questions. That's a big reason why I enjoyed the class so much. Thank you so much!
- I thought that this class was extremely interesting and engaging from day 1. The course content was new and fun to learn about. Learning how to form arguments and use logic was difficult at first but the practice in class made things easier. The reading requirements were a bit much for cramming it all in to less than a month, but only having one class helped. One thing that was a big change for me was the writing and thinking style of this course. It was a difficult transition from the essays and papers I have had to do in previous courses. It was one that required me to have original thoughts, ideas, and arguments. Once the reading responses were changed to 10 A.M., it allowed more time to think about the reading and just have extra time away from school work. Having to read for three or more hours, write a response, and still have time to eat or take a break before 10 P.M. was extremely difficult for a majority of the class. Overall, this class has been very beneficial and I will definitely recommend it to people in the future.
- Overall the only issue that I had with the class was that it seemed a lot more difficult than the other classes that my friends are taking. It might be because I have little to no background in either science or philosophy, but I did not think that would be a major issue because the class sounded interesting and it was a 100 level. But many of the concepts that we went over were hard for me to grasp or follow. More than anything the documentaries helped me to understand the concepts, because they were more at my level both with the science and the philosophy. The books, especially the third one, were challenging for me to read because most of the science parts were completely new for me, as I'm sure for others many parts were a review. I'm sure that I would have been a lot better off if I was a bio major or if I had taken any type of philosophy class before, but as a 100 level class I didn't think that extensive background would be necessary.
- I have really enjoyed this class. I think that stories and relevant information are helpful in keeping me engaged during class. I liked the variety of grades and that is not all tests that are helpful when trying to keep your grades up. Since this is a 100 level class, I think it would have been beneficial to have turned in a rough draft of the first paper as it would be my first time writing a philosophy paper and would need a little more help on where to go with it. I also think that it would have been helpful to have more feedback on forum posts before receiving a grade on them because I felt like I didn't know exactly what I was supposed to write about and that would have been helpful nudge in the right direction. I also feel like it would be helpful on the midterm to have our book during it to reference and quote throughout our response since this was such a rushed course and a lot of reading and knowledge for me to fully grasp and commit everyone in the books exact arguments and beliefs on things to memory. I think it would have been helpful and less stressful as far as rushing goes. I thought the logic warmups were both beneficial and gave me a good opportunity to get participation credit as I am on the shy side. Overall, I really enjoyed this course and it challenged my thinking and abilities throughout. It is a lot of work, but well worth it.
- Deke Gould was an amazing instructor who helped make it possible for me to make substantial progress in a class that I was very intimidated by in the beginning. I appreciate him and all of his knowledge.
- Very engaging in class and provided good feedback about our ideas when we talked about them in class. A lot of the terminology is confusing and other than our discussions we did not have a lot to work with outside of the class room like worksheet or anything which would have been beneficial to compare the ideas of the three people whose work we read. Sort of like an outline of each other's stances and how they are compared to the others so we have a basic foundation.

Do you have any additional comments about particular textbooks, access codes, course packets, etc. used in this class that would help your instructor make decisions about using them in the future or not? -

- NA
- Other Minds was interesting, but the other books were a bit dry and difficult to read if you are not familiar with philosophy
- I thought all three of the books we read in this class contained challenging material, but I understood why each of them were necessary in order for us to learn about this topic. My favorite was "Other Minds" by Peter Godfrey-Smith, because it was the most entertaining as well as educational. If I'm being honest, I didn't enjoy "Species of Mind" a ton because it felt like I was reading a textbook more than anything, although I did learn a lot from it.