

PHIL 203 (1): Modern Philosophy

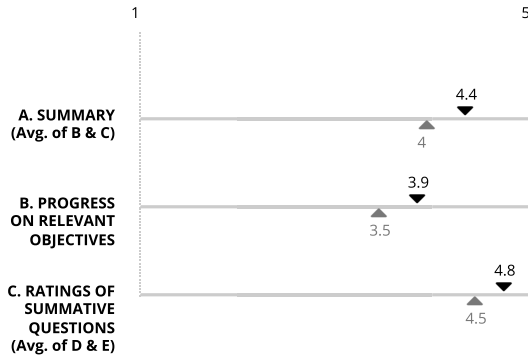
2025-26 Spring Semester | Deke Gould

27 | Students Enrolled
 23 | Students Responded
 85.19% | Response Rate

Summative

▼ | Adjusted
 ▲ | Raw
 [] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.9
E. Excellent Course	4.3	4.7

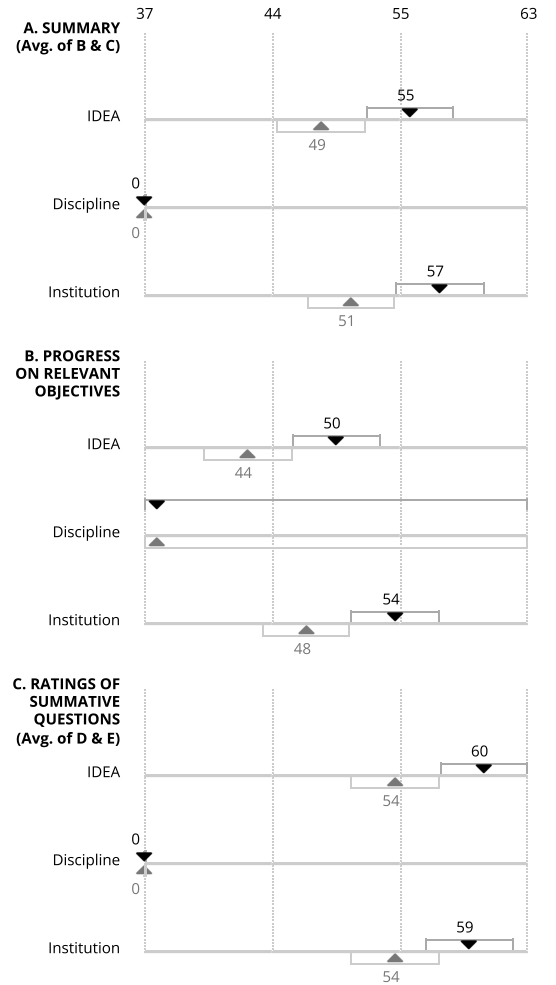
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	60
Discipline		
Institution	55	59
E. Excellent Course		
IDEA	52	60
Discipline		
Institution	52	59

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%)	Lower (Next 20%)	Similar (Middle 40%)	Higher (Next 20%)	Much Higher (Highest 10%)
37 or Lower	38 - 44	45 - 55	56 - 62	63 or Higher

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.3	4.7	0	87	53	61			53	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3	3.3	30	35	36	39			40	45
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4	4.4	9	74	49	57			51	58
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4	4.5	4	78	48	57			50	58
Acquiring skills in working with others as a member of a team	I	3.3	3.6	26	39	42	47			47	53
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3	3.5	39	43	41	48			45	52
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.7	4.1	9	61	50	56			51	57
Developing skill in expressing myself orally or in writing	I	3.9	4.5	4	65	51	60			53	60
Learning how to find, evaluate, and use resources to explore a topic in depth	I	3.1	3.3	39	43	34	37			43	49
Developing ethical reasoning and/or ethical decision making	I	3.6	4	17	57	45	52			52	57
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.6	5	4	91	61	70			61	66
Learning to apply knowledge and skills to benefit others or serve the public good	I	3	3.3	43	43	34	39			43	50
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	2.1	2.1	70	22	23	23			38	41

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.7	59		59
Difficulty of subject matter	3.9	60		60

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	40		41
I really wanted to take this course regardless of who taught it.	3.3	39		39
When this course began I believed I could master its content.	3.7	46		45
My background prepared me well for this course's requirements.	3.2	37		40

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.1	4% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.4	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.5	4% (1 or 2) 87% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.9	17% (1 or 2) 74% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.6	4% (1 or 2) 96% (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	3.9	17% (1 or 2) 61% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4	13% (1 or 2) 87% (4 or 5)	You employed the method more frequently than 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)	3.7	13% (1 or 2) 52% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.7	0% (1 or 2) 91% (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	4.1	0% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.6	0% (1 or 2) 96% (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	4% (1 or 2) 74% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.8	17% (1 or 2) 65% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Formed teams or groups to facilitate learning	4.1	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4	17% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	3.8	13% (1 or 2) 61% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

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	30% (1 or 2) 30% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	2.7	52% (1 or 2) 30% (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	4.5	4% (1 or 2) 91% (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	DN	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	4.35% (1)	17.39% (4)	39.13% (9)	39.13% (9)	23	0	0.85	4.13
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	13.04% (3)	34.78% (8)	26.09% (6)	26.09% (6)	23	0	1	3.65
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	8.7% (2)	17.39% (4)	73.91% (17)	23	0	0.63	4.65
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	17.39% (4)	30.43% (7)	52.17% (12)	23	0	0.76	4.35
Formed teams or groups to facilitate learning	0% (0)	0% (0)	17.39% (4)	56.52% (13)	26.09% (6)	23	0	0.65	4.09
Made it clear how each topic fit into the course	0% (0)	4.35% (1)	8.7% (2)	17.39% (4)	69.57% (16)	23	0	0.83	4.52
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	21.74% (5)	47.83% (11)	30.43% (7)	23	0	0.72	4.09
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	4.35% (1)	34.78% (8)	60.87% (14)	23	0	0.58	4.57
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	13.04% (3)	17.39% (4)	39.13% (9)	13.04% (3)	17.39% (4)	23	0	1.23	3.04
Explained course material clearly and concisely	4.35% (1)	13.04% (3)	8.7% (2)	34.78% (8)	39.13% (9)	23	0	1.18	3.91

<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)	4.35% (1)	21.74% (5)	43.48% (10)	30.43% (7)	23	0	0.83	4
Created opportunities for students to apply course content outside the classroom	4.35% (1)	13.04% (3)	17.39% (4)	30.43% (7)	34.78% (8)	23	0	1.18	3.78
Introduced stimulating ideas about the subject	0% (0)	4.35% (1)	0% (0)	26.09% (6)	69.57% (16)	23	0	0.71	4.61
Involved students in hands-on projects such as research, case studies, or real life activities	26.09% (6)	26.09% (6)	17.39% (4)	13.04% (3)	17.39% (4)	23	0	1.43	2.7
Inspired students to set and achieve goals which really challenged them	4.35% (1)	13.04% (3)	21.74% (5)	13.04% (3)	47.83% (11)	23	0	1.26	3.87
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.35% (1)	13.04% (3)	4.35% (1)	30.43% (7)	47.83% (11)	23	0	1.2	4.04
Asked students to help each other understand ideas or concepts	8.7% (2)	4.35% (1)	26.09% (6)	21.74% (5)	39.13% (9)	23	0	1.25	3.78
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	4.35% (1)	4.35% (1)	30.43% (7)	60.87% (14)	23	0	0.77	4.48
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	8.7% (2)	4.35% (1)	0% (0)	47.83% (11)	39.13% (9)	23	0	1.16	4.04
<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)	13.04% (3)	43.48% (10)	43.48% (10)	23	0	0.69	4.3
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	13.04% (3)	17.39% (4)	34.78% (8)	21.74% (5)	13.04% (3)	23	0	1.2	3.04
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	8.7% (2)	17.39% (4)	34.78% (8)	39.13% (9)	23	0	0.95	4.04
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	4.35% (1)	17.39% (4)	47.83% (11)	30.43% (7)	23	0	0.81	4.04
Acquiring skills in working with others as a member of a team	0% (0)	26.09% (6)	34.78% (8)	21.74% (5)	17.39% (4)	23	0	1.04	3.3
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	21.74% (5)	17.39% (4)	17.39% (4)	21.74% (5)	21.74% (5)	23	0	1.46	3.04
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	8.7% (2)	0% (0)	30.43% (7)	30.43% (7)	30.43% (7)	23	0	1.15	3.74
Developing skill in expressing myself orally or in writing	0% (0)	4.35% (1)	30.43% (7)	34.78% (8)	30.43% (7)	23	0	0.88	3.91
Learning how to find, evaluate, and use resources to explore a topic in depth	13.04% (3)	26.09% (6)	17.39% (4)	26.09% (6)	17.39% (4)	23	0	1.32	3.09
Developing ethical reasoning and/or ethical decision making	8.7% (2)	8.7% (2)	26.09% (6)	30.43% (7)	26.09% (6)	23	0	1.21	3.57
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	4.35% (1)	4.35% (1)	17.39% (4)	73.91% (17)	23	0	0.77	4.61
Learning to apply knowledge and skills to benefit others or serve the public good	17.39% (4)	26.09% (6)	13.04% (3)	21.74% (5)	21.74% (5)	23	0	1.43	3.04
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	56.52% (13)	13.04% (3)	8.7% (2)	8.7% (2)	13.04% (3)	23	0	1.47	2.09
<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)	8.7% (2)	30.43% (7)	43.48% (10)	17.39% (4)	23	0	0.86	3.7
Difficulty of subject matter	0% (0)	4.35% (1)	26.09% (6)	47.83% (11)	21.74% (5)	23	0	0.8	3.87

<i>For the following items, choose the option that best corresponds to your judgment.</i>	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)	13.04% (3)	43.48% (10)	26.09% (6)	17.39% (4)	23	0	0.93	3.48
I really wanted to take this course regardless of who taught it.	4.35% (1)	8.7% (2)	47.83% (11)	30.43% (7)	8.7% (2)	23	0	0.91	3.3
When this course began I believed I could master its content.	0% (0)	13.04% (3)	26.09% (6)	34.78% (8)	26.09% (6)	23	0	0.99	3.74
My background prepared me well for this course's requirements.	21.74% (5)	17.39% (4)	13.04% (3)	17.39% (4)	30.43% (7)	23	0	1.55	3.17
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	8.7% (2)	17.39% (4)	73.91% (17)	23	0	0.63	4.65
Overall, I rate this course as excellent.	4.35% (1)	0% (0)	8.7% (2)	34.78% (8)	52.17% (12)	23	0	0.95	4.3

\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200	\$201-\$225	N	DNA	SD	M
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or online access codes required for this class?		8.7% (2) 0% (0)	4.35% (1) 0% (0)	8.7% (2)	13.04% (3)	43.48% (10)	13.04% (3)	4.35% (1)	4.35% (1)	0% (0)	0% (0)	23	0	1.66	4.57

Used other texts of resources in place of the one assigned	Obtained the course packet	All materials were on Moodle	No textbooks were required	Skipped the materials (didn't buy or borrow)	Other	Purchased new at a bookstore	Purchased used at a bookstore	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	Used library reserve copy	Did not acquire because costs were too high	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).																			
						5.88% (2) 2.94% (1)	0% (0) 0% (0)	26.47% (9) 0% (0)	44.12% (15) 0% (0)	5.88% (2) 2.94% (1)	2.94% (1) 5.88% (2)	2.94% (1)	0% (0)	0% (0)	0% (0)	34	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?	0% (0)	0% (0)	0% (0)	13.04% (3)	86.96% (20)	23	0	0.34	4.87

	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)	4.35% (1)	0% (0)	8.7% (2)	86.96% (20)	23	0	0.66	4.78

	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?	17.39% (4)	39.13% (9)	26.09% (6)	17.39% (4)	0% (0)	0% (0)	0% (0)	0% (0)	23	0	0.97	6.57

Qualitative

Comments -

- Deke is a great professor with a deep passion for the subjects explored in this course. His love for the pursuit of truth and education gives for a particularly enriching and unique experience in the classroom. This extends from showing students how to think for themselves and giving them the resources needed to not only understand the subject but be able to apply it outside of the classroom and into their future, to the sharing of principles of logic and critical thinking that can sometimes be neglected due the high specificity of courses. In light of this, I believe Deke to have been key to my development as a student and thinker. Furthermore, he is always willing to engage and help students with anything they might need. In his office hours he is not only willing to go above and beyond to explain the subjects but is willing to explore any idea which the student might be interested in. This includes from revising writing, to oral discussions and even the facilitation of resources such as books, websites and articles.
- I've learned a lot in the course, and I enjoyed the way Dr. Gould runs the class. I appreciated how he wants his students to understand the concepts and his willingness to break concepts down when they get complicated. However, I would have liked a curve on the midterm exam, given the grade distribution. I think the bar for a complete answer was pretty high and was more easily achieved by someone who has a greater background in the subject, vs someone entering the class with no prior knowledge of it. Other than that, I think this has been a really interesting course, and I'm happy I was able to take it.
- I loved taking this course, it was humbling and exciting the whole time. I only wish we could have a copy of the class notes- and my reasoning is this: when in class I feel I take too much time copying down the notes. When I'm copying notes, I can't reach my highest capacity of critical thinking (ie. Actually digesting the information). Since it's harder for me to critically think about the material in class, I leave with a certain lack of understanding. When I leave class feeling like there's things I still don't understand, I feel somewhat overwhelmed. As such, having a copy of the notes already should help me to feel less overwhelmed. If I'm less overwhelmed with trying to understand the material, I can contribute more in class with a reflection of my understanding. Therefore, I think class notes should be made available- so students can focus more on comprehension rather than copying down notes. Overall I'd rate the course 8/10. If I had more time at this school I'd certainly consider taking on a philosophy minor.
- I think that while there was clearly passion in the subject and course as a whole, I don't think this course was successful at ensuring that EVERYONE walked away with the information they needed to succeed. I think that more often than not, lectures were very unfocused, and strayed away too far from the actual knowledge needed to excel in this course. If I am honest, I do not think that really any of my success in this course is due to the course itself. Most of my knowledge came from previous courses or my own interpretations of the readings. I am not sure I would've done as well as I did had I only had knowledge from this course. I have talked to a few non-philosophy majors taking this course, and they were all very interested in the beginning, but as time went on, I think this course deterred more people away from pursuing philosophy rather than attracting people to it. There were so many times where the lecture would become tangential to the topic, and that left a lot of people in the dark and confused. (Not to mention, when we would eventually get back on track, we would speed through the actual material instead of focusing on it. Which to me was very frustrating.) I wish when people would bring up ideas that they heard from the internet or other classes, the professor would instead encourage them to meet with him one-on-one, rather than derail the entire lecture to focus on the thoughts of at most three students. I think everyone would've been much more successful in this course had we been more focused. Due to this lack of focus, I wish you were more willing to supplement the notes from class to the students in some way. Because we would focus on tangential conversations, we would then speed through the actual notes. Which made it so difficult to write down everything that was important. Because of this, I believe this course should either be a bit more focused and less interested in tangential topics, or notes should be given to the students who are put at a disadvantage due to the lack of focus of the course. I remember you gave a story of your experience student teaching. In that story, a professor gave the notes to the class beforehand, which caused the class to not focus as hard as they should. I agree with that sentiment. However, I do not see how providing the notes AFTER the class would create this same incentive. I think if a student is paying attention in class, but cannot write down the notes quick enough due to a lack of time, they shouldn't be penalized for it, especially if that penalty is in place for a POTENTIAL problem. I don't think those students should have to supplement their class time to meet with you, if the students who are derailing the lecture could meet with you instead. I myself am a bit saddened with how this course ended up being. I felt like I was teaching myself most of the material instead of being taught it, which is fine in some courses, but when the professor is often looking for very specific answers to the questions he asks, I think those ideas should take priority over the ones that are more tangential (especially when some of the conversations weren't even about the philosophers we were covering in the course). Beyond the lectures and expectations of the class, I think the actual material (at least the material that was assigned) was very intriguing. I just wish we dug deeper into those readings rather than ideas that don't fully apply to the course. I think this course has the potential to be very great and intriguing, but I don't think that potential was reached during this course.
- This was the most challenging course I have ever taken. I was pushed a lot, frustrated a lot, and stressed out a lot. There was times I would complain about the content of this class for hours because truthfully it's a lot of work, but I couldn't be more happy that I took it. This course wasn't at all what I was expecting and in the beginning I really hated that, but I have not gained so much knowledge from a course ever. I feel so incredibly capable and so much smarter than when I began this course and for that I will always be extremely grateful for Dr. Gould.
- I really enjoyed this class. I mainly took this class at first to get my Perspective on the Past out of the way, but I have always had a slight interest in philosophy. Most of my experience has been from just watching videos, so I liked being able to participate in class and get experience with the primary sources I often heard about. I would say that sometimes I felt like it was unclear what the overall goal of the class was. I felt this especially during some lectures where Dr. Gould would, in my opinion, go on tangents that lasted a bit too long. However, he did a good job of relating them to the point he was trying to make, and I felt like there was enough time for students to ask questions. I also really appreciate how he does not outright disagree with the student. He lets them explain, and gives pushback that lets them change their own mind.
- I enjoyed the course but for me in my academic situation it was quite difficult for me, but based on my peers and my reflection it was more on me than the class itself
- Sometimes grade feedback for essays seemed unclear. Notes on the second essay appeared to be the same as the first but I still received a lower grade. I wish an example of what a perfect score or something like that could be given to give students a better idea of what the professor is looking for.
- Dr. Gould does a great job fostering a comfortable environment for discussion into difficult subject matter. He encourages you to ask questions every step of the way to make sure you're there with him, and I always appreciate that from professors.
- This is a really excellent class, and Dr. Gould is an incredible professor. His genuine passion and love for philosophy shines through in every lecture, and the depth and breadth of his expertise is obvious. He reinforces the importance of logic and critical reasoning time and again and maintains a good balance of enjoyable tangents and philosophical depth. He encourages students to think for themselves and really investigate the truth, which is a rare and extraordinarily valuable quality. He is also extremely generous and willing to help; he also shares a number of resources to aid in learning. In his office hours he is thorough and helpful and makes sure that students know exactly what they must do in order to succeed. His classes have been the most stimulating, rewarding, and enjoyable experiences I have had in college, and I cannot recommend them enough.
- This class was challenging but in an extremely gratifying way! Dr. Gould was a wonderful teacher and always challenged us to go beyond surface level thinking.
- I really enjoyed this course. Due to circumstances outside of class I feel that I did not have the time to engage with the material outside of class as much as I would have liked but overall the course itself is excellent
- Difficult, but rewarding!
- Dr. Gould is the best. He is incredibly engaging, inspiring, and passionate, and this bleeds out. Even in the face of AI + apathy, Dr. Gould leads a fabulous class, bounces off anything well, and gives me a session in which I was glad to be there. With this class, I was only ever disappointed in my own business and the times I didn't get to engage as much as I wanted to. This means I was incredibly grateful for the essay weeks, where I got to connect and solidify my ideas, creatively. My writing, argument, and reading skills have certainly improved from this class and Dr. Gould's instruction specifically. I love engaging with Dr. Gould, and I'm not only okay with answering questions wrong, but happy too--it means he will have a cool explanation for me. Dr. Gould eliminates fear of failure and invited students to engage and enjoy these ideas, which, is all I'm here for. It is unarticulatable how great of an impact Dr. Gould has had on me as a person and teacher, and I am beyond thankful at how lucky I've been to get to be around him and learn from him. Not only is his class amazing, but his approach to life, and learning bits of this from him too has been a true treat. I enjoy his stories, and I know many, many students do, even those who are just here for a REQ, or barely engage already.
- I think you are an amazing professor. I love seeing how passionate you are about the topics, and that's something I always appreciate in professors. Keep up the amazing work!

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? -

- I feel that is can be valuable to offer page numbers or information on other versions of these texts.
- I loved them, and am proud to have these books and especially to share them with my curious friends. I am honored to get to enngage these texts with Dr. Gould
- N/A
- no