

Social Sciences Course Evaluation for Kastart, Wynand POL SCI 159 LEC C (67481), Winter Qtr 2020

Responses: 26/27 (96.3%)

COURSE / INSTRUCTOR INFORMATION

1. The instructor's ability to communicate clearly in this course was:

0 0 (N/A or Unsure)
2 1 (Among Worst)
0 2
1 3
2 4 (OK or Average)
4 5
11 6
6 7 (Among Best)

2. The class preparation and organization was:

0 0 (N/A or Unsure)
1 1 (Among Worst)
1 2
0 3
2 4 (OK or Average)
4 5
9 6
9 7 (Among Best)

3. The emphasis on understanding rather than memorization was:

0 0 (N/A or Unsure)
0 1 (Among Worst)
3 2
0 3
3 4 (OK or Average)
4 5
3 6
13 7 (Among Best)

4. The instructor's ability to stimulate thinking and interest in the subject was:

0 0 (N/A or Unsure)
1 1 (Among Worst)
2 2
0 3
2 4 (OK or Average)
8 5
4 6
9 7 (Among Best)

5. The match between stated course objectives and actual outcome was:

0 0 (N/A or Unsure)
0 1 (Among Worst)
1 2
2 3
1 4 (OK or Average)
1 5
7 6
13 7 (Among Best)

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6. The instructor's ability to express his/her knowledge and understanding of the course's concepts, theories and information was:

0 0 (N/A or Unsure)
0 1 (Among Worst)
1 2
1 3
2 4 (OK or Average)
2 5
7 6
13 7 (Among Best)

7. The instructor's ability to teach content that I will remember after the final was:

0 0 (N/A or Unsure)
3 1 (Among Worst)
0 2
2 3
0 4 (OK or Average)
6 5
9 6
6 7 (Among Best)

8. When requested, I received feedback on my work that was:

5 0 (N/A or Unsure)
1 1 (Among Worst)
0 2
0 3
2 4 (OK or Average)
3 5
9 6
6 7 (Among Best)

9. The fairness of the grading criteria used by the instructor was:

0 0 (N/A or Unsure)
2 1 (Among Worst)
1 2
0 3
2 4 (OK or Average)
2 5
9 6
10 7 (Among Best)

10. *Using the above criteria, overall I would rate this instructor as:*

0 0 (N/A or Unsure)
2 1 (Among Worst)
0 2
0 3
3 4 (OK or Average)
3 5
9 6
9 7 (Among Best)

11. *Overall, the value of this course was:*

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- 0 0 (N/A or Unsure)
- 2 1 (Among Worst)
- 0 2
- 2 3
- 3 4 (OK or Average)
- 2 5
- 9 6
- 8 7 (Among Best)

12. The usefulness/effectiveness of labs or discussion sections (if any) was:

- 16 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 0 2
- 0 3
- 2 4 (OK or Average)
- 0 5
- 3 6
- 5 7 (Among Best)

13. The usefulness/effectiveness of the course readings was:

- 0 0 (N/A or Unsure)
- 2 1 (Among Worst)
- 0 2
- 1 3
- 1 4 (OK or Average)
- 5 5
- 8 6
- 9 7 (Among Best)

14. The usefulness/effectiveness of teaching assistants in this course was:

- 19 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 0 2
- 0 3
- 2 4 (OK or Average)
- 0 5
- 0 6
- 5 7 (Among Best)

15. The usefulness of this course in developing skills for use in my career or future life was:

- 1 0 (N/A or Unsure)
- 3 1 (Among Worst)
- 1 2
- 0 3
- 2 4 (OK or Average)
- 6 5
- 7 6
- 6 7 (Among Best)

16. The instructor's enthusiasm and interest in the course and subject matter was:

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- 0 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 0 2
- 1 3
- 1 4 (OK or Average)
- 1 5
- 5 6
- 18 7 (Among Best)

17. The instructor's willingness to meet with and help students outside of the classroom was:

- 2 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 1 2
- 1 3
- 1 4 (OK or Average)
- 0 5
- 6 6
- 15 7 (Among Best)

18. The instructor's ability to encourage discussion and debate of course topics was:

- 1 0 (N/A or Unsure)
- 0 1 (Among Worst)
- 3 2
- 1 3
- 1 4 (OK or Average)
- 4 5
- 4 6
- 11 7 (Among Best)

19. The course workload was:

- 0 1 (Light)
- 0 2
- 4 3
- 5 4
- 12 5
- 5 6
- 0 7 (Heavy)

GENERAL INFORMATION

20. What is your major school?

- 25 Social Sciences
- 1 Other
- 0 Unaffiliated/Undeclared

21. What is your class level?

- 0 Freshman
- 0 Sophomore
- 16 Junior
- 10 Senior
- 0 Graduate

22. By the end of last quarter, how many units had you completed?

- 0 0 to 20
- 0 21 to 50
- 4 51 to 100
- 16 101 to 150
- 6 Over 150

23. What is your approximate GPA?

- 0** less than 2.0
- 4** 2.0 to 2.5
- 1** 2.51 to 3.0
- 11** 3.01 to 3.5
- 10** 3.51 to 4.0

24. What is your MOST IMPORTANT reason for taking this course?

- 7** Interest in subject
- 13** Need for major
- 5** Relates to major
- 0** Breadth requirement
- 1** Need units

25. Did your instructor encourage you to complete the evaluation?

- 23** Yes
- 2** No

26. If applicable, is attendance in your discussion/lab section mandatory?

- 16** Yes
- 8** No

27. COMMENTS

1. A. What were the strongest points of the course?

- Clear passion for subject Very engaging Tries to promote participation Really wants students to understand rather than regurgitate information
- Everything
- Fairly challenging course .
- Has high energy, not monotonous material
- I think the subject material was one of the strongest of a lot of the courses I have had, everything the professor couldn't explain he referred to the assigned text for insights.
- lectures were very clear, not just emphasizing on exact content of course materials but also using real life examples to make sure we understand. Also encouraged a lot of in class participation which made it fun.
- n/a
- None. Nothing at all.
- Professor was very credible in his argument, initially, the course seemed like it was a copy and paste on the readings and we would go over outdated thesis. However, Kastart presented his own work and that's where my interest was piqued. He argued against these works rather his own insight was very knowledgeable and he provided was interesting.
- Strongest points for the course include the lecture material and assignments. These helped reinforce the reading and introduced new ideas that were ultimately beneficial to understanding the objective of the course.
- Subject Matter
- Teacher is well spoken and very knowledgeable. I have been taking him for two quarters because I am fascinated by the topics he presents!! Any question you had about anything in political science, he had an answer.
- The assignments were good.
- the class itself is really interesting and professor encouraged participation through a madlibs type of way. you can tell he was really passionate about the topic and connected it with his actual field of study in Latin America which was cool.

- The course was incredibly challenging, but also rewarding. Dr. Kastart always spoke very clearly and laid out his points well. The lectures and PowerPoints were very organized, which made class discussions easy to follow.
 - the delivery of information, real-life application, understanding over memorization
 - The instructor was very passionate and knowledgeable about the subject matter. In addition, he provided ample opportunities to meet with students outside of the lecture to solidify understanding of course materials.
 - The lecture help unpack the readings, the instructor was engaged and you could tell was passionate about the topic. There were assignments every 2 weeks, which I enjoyed because it centered the reading.
 - The professor gave pop quizzes that were essentially free points because the answer to all questions was A.
 - The professor is good at engaging with students
 - The professor really wanted to make sure that we would understand the material, and did a great job of answering questions throughout class and relating the course material to examples from real life.
 - The professor was always on time. The syllabus was well put together, since we always were on schedule. The professor was clear in his lectures and made sure we understood what the course was about. His expectations weren't unreasonable. As long as you complete the readings, it shouldn't be a problem.
 - The strongest points of this course involved the professor's enthusiasm on subjects during lecture as well as the general structure of the class overlay with the fair adherence to the course syllabus.
 - The subject matter is very interesting.
 - 2 blank answer(s).
2. B. What were the weakest points of the course?
- A lot of reading
 - A lot of reading.
 - Everything. This fumbling professor was extremely weird. He also was horrible at explaining an already complicated and tedious topic that he decided to magnify 10-fold. I have not been as stressed or as uncomfortable feeling by a professor in a long time. Lectures were sad, but painful wastes of time for me and many others. People repeatedly left after he took roll. This is one of the few classes I had where people straight up laugh at their professor. I think he thinks we are grad students, but we are not.
 - Had a fill in the blank format for lectures. I.E. A state would ____? But no one would respond and we would sit in silence.
 - I think that there were just concepts that were not clearly explained, nor thorough explanation when discussing the assignments. It took questions from the class to clearly understand what was required of them and that took extensive prying.
 - Lack of participation in class lead to lots of silence Forcing people to raise hands to answer simple questions makes students unwilling to participate
 - n/a
 - None
 - none.
 - not as much participation from students, more theory than real-world examples
 - Slow Pace
 - some of the topics were very conceptual and difficult to understand
 - Sometimes, certain students would contest the teachings and the debates would go back and forth and sometimes these debates would take a little too long and we would lose pacing on the syllabus, however, the lecturer was prepared for this and was able to recover back into a steady pace

- Sometimes it was easy to go off on tangents, and when participation was low the class moved slower. It also felt a bit repetitive at times.
 - Sometimes the questions asked were oddly worded, but the professor made sure to rephrase himself, so we could understand.
 - terminology in the beginning of the quarter was a bit difficult to understand. But. other than this it is an overall interesting course.
 - The complex jargon associated with learning the fundamentals and background of the course seemed a little bit overly complex.
 - the long silences to get students to talk, it felt like the time could've been used more productively.
 - The professor is clearly very intelligent, but he struggles to explain the concepts in a more simplified manner.
 - The professor would often shut people down who were trying to tie in outside information; I felt this was detrimental to potential learning opportunities, as people tying in their own examples shows real understanding of concepts.
 - The Professor would throw together last second power point presentations. His ability to maintain the attention of the class was nonexistent. He would also get into arguments with members of the class and dismiss their points as "nonsense".
 - The reading was quite heavy.
 - The weaker point of this course was the lack of clear presence of a teaching assistant.
 - 3 blank answer(s).
3. C. How could the course be improved?
- A little more lenience with answering questions, weather allowing people to answer without raising hands or giving the answer if students are not sure of the answer
 - Assignments should be worded more clearly. Many students lost points on assignments because of an inability to understand what was being asked. Also, while I really appreciated the professor's reiteration of key points, I sometimes heard things repeated multiple times, which may have taken up time that could've been spent learning new material.
 - Drop the fill in the blank style or don't be so strong about raising ones hand.
 - Focus more on the substance of the course, as opposed to the fundamentals.
 - get students involved even more, use real-world examples to teach theory for easier understanding
 - Hiring him and allow him to improve his thesis and incorporate it more into the curriculum as his points go against what we would read in any other class and actually highlight the title of the class.
 - I apologize for the roughness, but you can hardly imagine the anger and frustration this class gave me and my peers. This professor needs to understand we are not little Einsteins who can read and process 70 pages of HIS PhD dissertation in 2 nights on top of all our other classes. His lectures are a waste of time as it does not help us complete our assignments, but too bad because he takes roll for credit. Most of his lectures are people just staring at him, as he asks hard questions and waits and waits for us to attempt to answer, only for him to confuse us more. So in short, please chill-out. He needs to give maybe a couple assignments, a midterm and a final, instead of 4 GRADE destroying assignments, which he is a cruel grader on. Overall, this was not a good learning environment, not a fair test of students, and a tarnish to GPA's for no good reason. It's not personal, really, but he needs a major overhaul on everything.
 - I don't think anyone could've taught the course better. Allowing Professor Kastart teach is the only way the course would be worth taking. Perhaps, by allowing Professor Kastart teach more hours, the course would be improved.
 - I think that there is a lot of good within this class, I just wonder if an extra discussion section would allow students to expand further and clearly understand what material would allow them to better succeed.

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- It was great!
- Just staying on topic, other than that the course is well structured.
- Less reading
- Less reading
- Maybe a tad slower pace and more review before assignments.
- Maybe have discussion questions online to help center the focal point of the readings and lecture.
- n/a
- No suggestions.
- not sure
- One less writing assignment
- The class schedule needs to be better organized.
- The reading could be quite lighter. Instead of having all assignments be mandatory, the instructor can make 3 or 2 assignments be mandatory to complete out of 4. The course may benefit from quizzes (not pop quizzes, but announced) and/or a midterm that can cover (a) portion(s) of the class, and then the final can cover the other portion, instead of being cumulative. It is quite hard to study and memorize every reading and PowerPoint slide for the final, while studying for the finals of other classes. Students should also be allowed a couple of absences, instead of having every attendance graded.
- This course doesn't have much to improve upon outside of having a more clear presence of a teaching assistant.
- 4 blank answer(s).