

Teaching Evaluations

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This document includes (1) numerical teaching evaluations from all courses that I have taught as an instructor or TA, (2) a complete set of student comments from my Summer 2015 course on Nietzsche, Freud, Husserl, and (3) selected student comments from all courses that I have taught as primary instructor.

Numerical Teaching Evaluations

UCLA Philosophy Department, Primary Instructor

This chart summarizes numerical student evaluations from all courses at the UCLA Philosophy Department for which I was the primary instructor. Ratings are on a **scale of 1-9, with 9 being the highest.**

<u>Courses Taught as Instructor</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of Instructor</u>	<u>Department Mean for Instructors</u>
Philosophy and Literature (introductory course)	Spring 2018	92 students	8/9 median (7.4 mean)	8.07
Philosophy of Law (upper division)	Summer 2017	24 students	8/9 median (7.7 mean)	8.15
Medical Ethics (upper division)	Summer 2016	38 students	8/9 median (7.2 mean)	7.88
Topics in Aesthetics: Philosophy of Popular Art (upper division)	Summer 2016	17 students	9/9 median (8.0 mean)	7.88
Late 19th and Early 20th Century Philosophy: Nietzsche, Freud, Husserl (upper division)	Summer 2015	11 students	9/9 median (8.3 mean)	8.16
Topics in Political Philosophy: Paternalism (upper division)	Summer 2014	19 students	9/9 median (9.0 mean)	7.83
Honors Seminar: Nudges (taught in conjunction with Topics in Political Philosophy) (upper division honors course)	Summer 2014	3 students	n/a (too few students enrolled for evaluations to be processed)	

UCLA Undergraduate Educational Initiatives, Primary Instructor

This chart summarizes numerical student evaluations from my interdisciplinary seminar taught at UCLA in Spring 2017. Ratings are on a **scale of 1-5, with 5 being the highest.**

<u>Courses Taught as Instructor</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of Instructor</u>	<u>Department Mean for Instructors</u>
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Philosophy of Disembodiment (freshman seminar)	Spring 2017	20 students	4.5/5 median (4.2 mean)	not available
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UCLA Extension, Primary Instructor

This chart summarizes numerical student evaluations from all courses at the UCLA Extension for which I was the primary instructor. Ratings are on a **scale of 1-9, with 9 being the highest**. All of these courses were taught online, using Blackboard or Canvas.

<u>Courses Taught as Instructor</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of Instructor</u>	<u>Department Mean for Instructors</u>
Principles of Critical Reasoning (general education)	Spring 2018	24 students	7/9 median (6.83 mean)	not available
Moral Responsibility and Free Will (upper division)	Spring 2016	8 students	9/9 median (9.0 mean)	8.34
Philosophical Analysis of Contemporary Moral Issues (lower division)	Fall 2015	16 students	9/9 median (9.0 mean)	8.18
Moral Responsibility and Free Will (upper division)	Spring 2015	8 students	9/9 median (9.0 mean)	8.61
Moral Responsibility and Free Will (upper division)	Summer 2014	17 students	9/9 median (9.0 mean)	8.06
Moral Responsibility and Free Will (upper division)	Summer 2013	17 students	6.5/9 median (6.5 mean)	7.18

UCLA Philosophy Department, Teaching Assistant

This chart summarizes numerical student evaluations from all courses at the UCLA Philosophy Department for which I was a teaching assistant. Ratings are on a **scale of 1-9, with 9 being the highest**.

<u>Courses Taught as Teaching Assistant</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of TA</u>	<u>Department Mean for TAs</u>
Topics in Political Philosophy: Patriarchy (upper division)	Spring 2016	2 sections of 20 and 21 students	n/a (too few section evaluations completed for numerical scores to be computed because of cancellation of final day of class due to campus emergency)	
Intro to Ethical Theory, Writing Intensive (lower division)	Winter 2016	1 section of 20 students	8.5/9 median (8.2 mean)	8.03
Philosophy in Literature (lower division)	Fall 2015	2 sections of 25 students each	8/9 median (8.0 mean)	7.98
Intro to Political Philosophy (lower division)	Spring 2015	2 sections of 25 and 26 students	8/9 median (8.1 mean)	7.90

History of Ethics, Modern: Kant's Ethics (upper division)	Winter 2015	2 sections of 16 and 18 students	8/9 median (7.8 mean)	8.03
Topics in Ethical Theory: Friendship (upper division)	Fall 2014	2 sections of 25 students each	9/9 median (8.4 mean)	7.97
Moral Responsibility and Free Will (upper division)	Spring 2013	2 sections of 16 students each	9/9 median (8.5 mean)	7.78
Medieval and Early Modern Philosophy (upper division)	Winter 2013	2 sections of 20 and 22 students	9/9 median (8.3 mean)	7.96
Rationality and Action (upper division)	Fall 2012	2 sections of 10 and 19 students	7/9 median (7.1 mean)	7.99
Modern Philosophy, 1650-1800 (upper division)	Spring 2012	2 sections of 23 and 25 students	8/9 median (8.0 mean)	7.82
Medieval and Early Modern Philosophy (upper division)	Winter 2012	2 sections of 22 and 25 students	9/9 median (8.7 mean)	8.20
Intro to Political Philosophy (lower division)	Fall 2011	2 sections of 27 and 28 students	8/9 median (7.9 mean)	8.11

UCLA Undergraduate Educational Initiatives, Teaching Assistant

This chart summarizes numerical student evaluations from interdisciplinary courses taught at UCLA through UCLA Undergraduate Education Initiatives for which I was a teaching assistant. Ratings are on a **scale of 1-9, with 9 being the highest**.

<u>Courses Taught as Teaching Assistant</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of TA (Median/Mean)</u>	<u>Department Mean for TAs</u>
Biotechnology and Society (interdisciplinary general education course)	Winter 2017	2 sections of 13 and 18 students	9/9 median (8.2 mean)	not available
Biotechnology and Society (interdisciplinary general education course)	Fall 2016	2 sections of 18 and 22 students	8/9 median (7.7 mean)	not available

Harvard University, Teaching Assistant

This chart summarizes numerical student evaluations from courses taught at Harvard for which I was a teaching assistant. Ratings are on a **scale of 1-5, with 5 being the highest**.

<u>Courses Taught as Teaching Assistant</u>	<u>Term</u>	<u>Class Size</u>	<u>Overall Evaluation of TA (Median/Mean)</u>	<u>Department Mean for TAs</u>
Justice (lower division)	Fall 2008	2 sections of 15 students each	3/5 median (2.8 mean)	3.98

Narrative Student Comments

Complete Student Comments from Nietzsche, Freud, Husserl

Below are all student evaluation comments that I have received for Late 19th and Early 20th Century Philosophy: Nietzsche, Freud, Husserl when I taught it at UCLA in Summer 2015. The comments are complete and are edited only for spelling. (Emphasis added.)

- **Before this class got going, I was skeptical about a class where the discussion is the lecture. However, this has been a delightful and engaging learning experience. I will probably look back at my philosophy years back at UCLA and remember this class. It has had a large impact on my ability to decode complex philosophical texts which there is not an encyclopedia that can be easily referenced for perspectives/answers. The success of this course couldn't have been possible without Jonathan's prudent leadership.** My only regret is that so many other classes are not in this (obviously) superior format. It's understandable why logic is not, but it's a crime not to have Plato, Aristotle, Kant, Leibniz, etc. in this tightly-packed format. **I feel closer to my classmates, as well.**
- **Short responses before classes were a great idea. You're a super fast grader!** In discussions, try to explain terms and make sure some kids don't just say nothing using big words. Get them to say it on their own so they and others really get it. Good facilitation of discussion.
- **Jonathan facilitates effective/meaningful discussions. He is engaging & fully attentive to students' thoughts/ideas/questions. He is an especially great instructor because he demonstrates a type of humility by making sure students realize that he too is on the quest for greater knowledge & in that sense united with them in the desire to be an authentic philosopher.**
- I really enjoyed this class. The discussions were extremely interesting and I benefited from hearing different perspectives on all the texts. **Jonathan did a great job of facilitating discussion** and the small class size was optimal for this kind of class. **Overall one of the best philosophy classes I've ever taken.**
- This course was informative and insightful. I thought the assigned readings were relevant to the course subject and I thought the class discussions helped in explaining philosophical ideas. I felt that there were times when class discussions seemed off track and sometimes we put too much time into interpreting a particular thinker (gets kinda dull). But other than that, this was a worthwhile course. I will recommend your classes to incoming students.
- **One of the most special classes I've ever had at UCLA. Great discussion with fellow philosophy lovers. Very high intensity of discussion!**
- Jonathan is terrific as a discussion leader and eventually as a professor, I assume. The workload felt heavy because of the 6 week course. In a 10 week course it would have been perfect. I enjoyed the class very much.
- **One of the best aspects of the course was the open discussions that fostered a greater understanding of the texts.** The instructor was also good at facilitating discussions.
- Strength: Jonathan helped facilitate excellent discussions that always supplemented the course reading in a great manner. Weakness: Sometimes I feel there might have been too much discussion and not enough lecture on the material.

Selected Student Comments from Courses Taught as Instructor

Below are selected comments that I have received from students evaluations for courses in which I was the primary instructor. The comments are edited only for spelling. Complete comments for all courses that I have taught as primary instructor or as a TA are available upon request and at jonathangingerich.net/teaching.

Philosophy and Literature, introductory philosophy course, Spring 2018

- This is absolutely one of the best classes I have ever taken at UCLA. Not only was the course a wonderful and true learning experience, the teachers showed as much interest for what they teach, in the students as well. Never take this class or the instructors away from UCLA
- Professor Gingerich was honestly one of the most passionate professors I've ever had the pleasure to listen to! Every lecture you could just tell he was immersed in the subjects at hand. He would carefully outline all of the lectures to ensure that students could follow along with the fast pace. I appreciate him for facilitating participations during lectures because I felt like I got to hear so many new perspectives I never considered! Overall this is a professor that is passionate about his career and I hope the best for him as he continues on his PhD journey!
- Strengths: SUPER HELPFUL! If I felt lost because of a reading, he would literally explain everything that was confusing in lecture, without me having to ask questions. When he summarizes a text or gives content, everything becomes a lot more clearer. He also lends his knowledge by posting his notes which are amazing for understanding and for studying. He demonstrates deep and intelligent analysis of topics I wouldn't immediately think of; I begin to see all these things like happiness and self because of questions that he prompts during lecture. Super amazing man! Professor's knowledge is so imminent. Weaknesses: Can talk for extended periods sometimes, this can be disengaging because our mind isn't immediately be stimulated when only one person is talking. I think you can take more pauses to ask questions instead of going on for a long time on a single topic.
- The greatest strengths of the professor are that he always had organized presentations prepared for his students that would critically assess the course material. The presentations are set up to invoke a deep discussion of the course topics and themes found within the material. The instructor truly went in depth with the material and provided an environment specifically for a deep thought process, excellent traits to have in an instructor.
- There was a real desire for all the students to participate and learn about the relationship of philosophy and the course literature. Jonathan was always well prepared, explained the material well, and could thoughtfully answer any question posed at him. The random nature of common book collection was my only minor gripe. I feared that if I couldn't attend class I might miss a common book collection.
- This is a great class and Dr. Jonathan is a great professor. He is very articulate and organized in his lectures. Posting lecture notes is extremely helpful for us as students. The course material was very interesting and I got a very good introduction to philosophy through this class.

Principles of Critical Reasoning, general education course, Spring 2018

- He was one of the few online class professors to actually interact regularly with the class, and he had a large presence during the course.
- Good professor explained content well during office hours and always willing to help.

Philosophy of Law, upper-division course, Summer 2017

- Jonathan is an excellent lecturer. He does an amazing job facilitating class discussions and organizing the course. He is welcoming outside of class and always helped me understand difficult concepts.
- Gingerich was an excellent lecturer who used facilitated discussions to help students arrive at their own conclusions about the readings. I personally felt the pace was a bit too fast (we were assigned about 30 pages of dense reading per lecture, often without much specified focus or direction), but I would attribute this to the short summer term. However, I felt the discussion questions given in lecture were helpful guides to the important points of the readings, especially when I returned to the readings after lecture. Overall, I enjoyed the class and Gingerich's engaging style of lecture.
- I enjoyed the class very much. Not only is it a class that applies to what I want to do in the future, it was structured in way as to make it practical, or applicable in every day life. The only difficulty in the course was the fact that there were three readings a week. Though this is understandable, as it is a summer course, the workload was still a lot.

Philosophy of Disembodiment, freshman seminar, Spring 2017

- I think the lesson I found most valuable in this seminar is simply that science is an overarching field and the philosophy behind science is never black and white. It was incredible to see my peers' input on issues and bring in arguments that I never would have considered on my own. This is a tough seminar to be a part of, but in the end, I'm grateful to have taken the course.
- The topics of this seminar were incredibly interesting and taught me how to think more analytically. I also learned how to write a philosophical paper and support philosophical arguments. This seminar helped me become a better writer and think in a different way.

Topics in Aesthetics: Popular Culture, upper-division course, Summer 2016

- Professor Gingerich does a good job of teaching through discussion.
- Professor Gingerich was as knowledgeable and caring an instructor as I could've hoped for my first philosophy in aesthetics class. I would recommend any peer to take this course with him.

Medical Ethics, upper-division course, Summer 2016

- Gingerich was a great instructor. He was helpful in and outside of class, and was able to offer interesting insights that helped to clarify author positions I didn't necessarily agree with after the readings alone. Many of the readings were really interesting and not something I'd likely have been exposed to were it not for this class.

Moral Responsibility and Free Will, upper-division course, taught online, Spring 2016

- The readings were challenging and interesting and extremely well curated and the lectures were clear and organized and helped illuminate the material from the readings and provided occasional context. The syllabus was an excellent guide, the overviews and handouts each week set a clear focus, the lectures were broken up nicely into manageable chunks, and the homework and paper topics were inspiring. The grading system is fair and motivating. Overall I would say this is a very well organized and well run class, and I for one also find the topic incredibly interesting and important - quite a bit more so now that I've taken this class.
- Professor Gingerich's lectures were thorough and engaging, and his level of expertise was obvious from the beginning. He made it clear that he was available to communicate in office hours and by appointment, and responded quickly to every question. His comments on homework, though sparing, were insightful and provided good feedback - very satisfying to hear his voice at the conclusion of the discussion among students. His paper comments were more in depth and were edifying and satisfying to read. I was sorry not to be able to take advantage of office hours more frequently, but when I did, I found Jonathan to be very open and thoughtful in engaging my questions.

Philosophical Analysis of Contemporary Moral Issues, lower-division course, taught online, Fall 2015

- Course was such a great one, it was full of challenging, yet interesting and mind stimulating topics. The set up of the class went great as well.
- I loved this class. It made me think about other people's perspectives and see issues from a new light.

Topics in Political Philosophy: Paternalism, upper-division course, Summer 2014

- The lectures were great – sometimes I wished more time was spent on the lectures. I found the lecture handouts to be very helpful. The page numbers on the handouts made it easier to focus my studies on the areas discussed in class. The groups were helpful. I thought that the analogies that the professor presented were funny and made me look forward to lectures.
- I really liked how organized you were, it assured me that the class was in good hands when it came to guidance on the material. The handouts were great too, as they helped frame what it was we ought to or can have thought about when we did or do our readings. Maybe next time don't have as much reading due, since in my opinion, it made things too overly complex to think and connect to themes we were supposed to be following throughout the class. All in all though, great class!