

**SUMMARY OF ONLINE TEACHER COURSE EVALUATIONS  
FALL 2016**

The write-in student responses to the 4 survey questions “What are the best aspects of this course?”, “What are the worst aspects of this course?”, “What would most improve this class?”, and “What should prospective students know about this course before enrolling?” have been summarized. Each course summary also includes the mean response of the survey question rating the overall quality of the course. Responses for this question are:

- 1-Poor
- 2-Weak
- 3-Fair
- 4-Good
- 5-Excellent

**KRIEGER SCHOOL OF ARTS AND SCIENCES  
AFRICANA STUDIES DEPARTMENT**

**AS.362.111.01.FA16**

**Introduction to African American Studies**

**Katrina McDonald**

Overall quality of the class: 3.60

Summary:

The best aspects of the course included the discussions and interesting course content. Several students felt some level of disorganization and lack of coherence in the structure of the course, as well as unclear communication regarding the professor's expectations. Many students also commented that textbook readings and lectures were long. The consensus suggests a preference for greater discussion and interaction over long lectures. Several students suggested the course meet twice per week rather than one three-hour block. Future students should know that there is a lot of reading and a substantial research paper for this course.

**AS.362.123.01.FA16**

**Introduction to African American Literature**

**Shani Mott**

Overall quality of the class: 4.86

Summary:

The best aspects of the course included the discussions, the professor's teaching style, and the sense of community created in class. The worst aspects of the course were the poor time management during class, and the heavy reading. Students suggested meeting twice per week to help lessen the amount of preparation for class. Future students should know that the course is heavy on reading, and that this course will help improve their writing skills.

**AS.362.202.01.FA16**

**Colonial Encounters and Literary Responses**

**Shani Mott**

Overall quality of the class: 4.83

Summary:

The best aspects of the course included the open-ended discussions that were able to take place due to the professor's ability to cultivate a safe space. The worst aspects of the course were syllabus mix ups and unclear communication regarding assignments. Suggested improvements included more classes, clearer directions for assignments, and more media such as music, art work, and speeches worked into the course. Future students should know that the professor grades fairly. Moreover, they should be prepared to participate in discussions as the course is not heavy in other assignments.

**AS.362.371.01.FA16**

**Public Health Crisis in Africa**

**Mieka Smart**

Overall quality of the class: 3.89

Summary:

The best aspects of the course included the engaging discussions, guest lecturers, and thought papers that allowed students to integrate their own interests. The worst aspect was the emphasis on public health in Baltimore and the US rather than in Africa. Though students appreciated the connections made between the US and Africa, the majority of the comments reflect some disappointment in not learning more about Africa. Most students suggest improving the course by adding more information on Africa as well as changing the syllabus and course name to more accurately reflect the content. Future students should know that there is a relatively light workload, and that the course name does not reflect the content as directly as it should.

**ANTHROPOLOGY DEPARTMENT**

**AS.070.113.01**

**Freshman Seminar: Anthropology of Iran**

**Niloofar Haeri**

Overall quality of the class: 3.76

Summary:

The best aspects of this course included the interesting material and the way it was presented. The professor herself is Iranian, and, therefore, has personal experience on the subject. She provided a

relaxed atmosphere that fostered discussion, and presented the course material using books, poetry, films, and guest speakers. Some students felt that the class seemed long, and that the readings could be extensive and dry. The class was unstructured and the syllabus changed often, which could be disorienting at times. Suggestions for improvement included a more structured, unit-based syllabus, along with a greater focus on present-day Iran. Prospective students should expect a light workload but heavy readings, and are encouraged to take notes and participate in discussions.

**AS.070.132.01**

**Invitation to Anthropology**

**Naveeda Khan**

Overall quality of the class: 3.98

Summary:

The best aspects of this course included the passionate, articulate professor. The course itself was engaging and opened students to new perspectives. Some students felt that the grading was unjustly tough for a 100 level class, especially on assignments graded by TA's. While the attendance policy for students was extremely strict, the instructor herself missed several classes and the TA had to fill in, resulting in less fruitful lectures and discussions. Suggestions for improvement included a more understanding attendance policy, along with clearer criteria for essays and less harsh grading, focusing more on content than style. Breaking up readings into smaller sections would allow students to better understand them within the context of the class. Some students suggested including ethnographies written by more diverse authors and focusing on a broader range of cultures. Prospective students should expect a writing intensive class with dense readings and tough grading.

**AS.070.226.01**

**Chemical Pollution and Social Life**

**Juan Felipe Moreno Garcia**

Overall quality of the class: 4.27

Summary:

The best aspects of this class included the passionate professor, pleasant learning environment, and engaging lectures. The readings were diverse and spread out, allowing for proper understanding and discussion of the material. Some students felt that the readings could be difficult and time consuming, but overall agreed that they were very interesting. Suggestions for improvement included a more structured discussion environment. Many students believed that the course should be considered an intensive writing credit because it's so writing-heavy. Prospective students should be ready to write articulately, and provide weekly reports on readings.

**AS.070.228.01****Photography and Writing: Crafting an Anthropological Text****Megha Sehdev**

Overall quality of the class: 4.24

**Summary:**

The best aspects of this class included the creative freedom and caring, knowledgeable professor. Many students found her feedback on assignments was very helpful and detailed. Some students felt that there was a lot of reading, much of which they found irrelevant. Suggestions for improvement included more general writing assignments so students can tailor them to fit their final projects, and a more structured final project in general. Prospective students should expect heavy reading and writing, and have an interest in photography and anthropology, although no experience in those subjects is required.

**AS.070.233.01****Africa as Laboratory****Michael Degani**

Overall quality of the class: 4.29

**Summary:**

The best aspects of this class included the interesting topics and presentation of material. The professor was passionate and knowledgeable, resulting in lively discussions and a well-organized course. Some students felt that there was too much reading, and that lectures could be hard to follow. Suggestions for improvement included either less reading overall or more time spent on each reading. Students also expressed interest in more structured discussions and a more interactive lecture. Prospective students should expect heavy readings with responses due weekly. The variety of topics covered in class means new and interesting material each week.

**AS.070.300.01****The Global Artwork****Saleem Al-Bahloy**

Overall quality of the class: 2.75

**Summary:**

The best aspects of this class included the intimate learning environment and presentation of topics. The professor was generous with his office hours and willing to meet with students outside of class. Some

students felt that they did not receive enough feedback throughout the semester, particularly on their grades. The professor could be inflexible on certain viewpoints which was not conducive towards discourse. Suggestions for improvement included creating an improved quality of discussion, and written feedback on students' progress in the class. Prospective students should expect a heavy workload and make sure they have enough time to complete the readings before class.

**AS.070.317.01**

**Methods**

**Niloofar Haeri**

Overall quality of the class: 4.29

Summary:

The best aspects of this class included the emphasis on fieldwork and the hands-on methods of anthropology. Students agreed that the professor was helpful and knowledgeable and the readings were interesting and relevant. Some students felt that one semester was not enough time for the course, and coordinating group outings for the project was difficult. Suggestions for improvement included allowing more structured, in-class preparation for the final project to avoid feeling so rushed, and forming groups earlier in the semester. Prospective students should expect an interactive, fieldwork-heavy, and group-oriented course.

**AS.070.340.01**

**The Elementary Forms of American Religious Life**

**Caroline Block**

Overall quality of the class: 4.25

Summary:

The best aspects of this class included the involved discussions and variety of methods used to engage with the material. Some students felt that there was too much reading required of them. Suggestions for improvement included fewer readings and clearer expectations for assignments. Prospective students should expect to learn the basics of anthropological studies and be prepared to do a lot of reading.

**AS.070.366.01**

**Speculative Anthropology**

**Anand Pandian**

Overall quality of the class: 4.87

Summary:

The best aspects of this class included the speculative exercises and engaging discussions. The professor was insightful and helped students to expand their ways of thinking. Some students felt that there were too many readings, resulting in having to purchase a lot of textbooks. Suggestions for improvement included reducing the class size and assigning smaller, more focused readings. Prospective students should expect a large workload but a very rewarding class, and be prepared to engage thoughtfully with the assigned readings.

**AS.070.405.01**

**Urban Ecologies**

**Valeria Procupez**

Overall quality of the class: 4.30

Summary:

The best aspects of this class included the interesting reading and vibrant discussions. Some students felt the readings could be hard to digest and understand, and that the professor had trouble getting discussions going. Suggestions for improvement included more structured discussions with the professor asking questions to promote discourse, and clearer explanations of the readings during class. Prospective students should expect a manageable workload with multiple readings per week.

**ARABIC DEPARTMENT**

**AS.375.115.01-02**

**First Year Arabic**

**Sana Jafire**

Overall quality of this course: 4.37

Summary:

The best aspects of this course included the dynamic professor, thorough lessons, and opportunities to learn about Arab cultural. Some students felt that the grading could be unclear and inconsistent, and the conversation practice was limited. Many also agreed that the vocabulary was difficult to learn and there wasn't much guidance provided on how to study it. Having vocabulary and grammar lessons at the beginning of units encouraged cramming rather than long term learning. Suggestions for improvement included reformatting the way vocabulary is taught and tested, spending more time speaking in class, and providing feedback on students' speaking abilities. No background in Arabic is required for prospective students, but they should be prepared to work hard and study frequently.

**AS.375.215.01-02**  
**Second Year Arabic**  
**Baraa Rajab**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the small class size, clear expectations for assignments, and interactive, engaging professor. Some students felt that the amount of memorization required could be overwhelming, and that class moved a bit quick for them. Suggestions for improvement included providing additional vocabulary lists to study. Prospective students should expect an intensive but very rewarding class with a large time commitment. Be prepared to study and memorize extensively.

**AS.375.301.01**  
**Third Year Arabic**  
**Sana Jafire**

Overall quality of this course: 3.80

Summary:

The best aspects of this course included the enthusiastic professor, comfortable learning environment, and opportunities to learn about Arab culture. Some students felt that the workload was too heavy and assignments took them much too long to complete. The expectations for assignments were sometimes unclear as well, and would include last-minute deviations from the syllabus. Suggestions for improvement included a clearer and more concrete syllabus, fewer assignments, and focusing more on speaking and contextualizing the vocabulary from the textbook. Prospective students should expect to commit a significant amount of time to this class daily, and be prepared to study and memorize.

**ART DEPARTMENT**

**AS.371.131.01-02**  
**Studio Drawing I**  
**Craig Hankin**

Overall quality of this course: 4.90

Summary:

The best aspects of this course included the caring, committed professor and laid back atmosphere of the class. Some students felt that meeting only once a week was not consistent enough to improve as much as they'd like. Many also agreed that they had to spend too much on the required materials for the course. Suggestions for improvement included providing more funding for the class so the necessary

materials can be provided for students, and diversifying the types of models and artists taught. Prospective students should expect to receive a good introduction to drawing with no experience required. They should also expect to spend some money buying the required materials.

**AS.371.133.01**

**Painting Workshop I**

**Craig Hankin**

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the engaging professor, fun learning environment, and opportunities for students to develop their painting skills. Some students felt the course required a lot of work outside of class, especially for only 2 credits. Many also would prefer the class to be accepted as a humanities credit. Suggestions for improvement included offering the class for more credits and having it count towards humanities. More class time to complete assignments and smaller assignments in general were also suggested. Prospective students should expect a time-intensive but rewarding course with no painting skills required. Students should also be prepared to spend a lot of time painting outside of class.

**AS.371.134.01**

**Painting Workshop II**

**Barbara Gruber**

Overall quality of this course: 4.92

Summary:

The best aspects of this course included the creative freedom on assignments and enthusiastic instructor who provided constructive feedback. Some students felt that the workload could be heavy, and that there were too many works to give each the time it deserved. Suggestions for improvement included clearer, more structured direction for assignments, more time and studio space to paint in class, and feedback about students' grades throughout the course. Prospective students are encouraged to set aside time to work on paintings weekly, and be prepared to buy the required materials. Ultimately this course is informative, laid-back, and rewarding.

**AS.371.147.01**

**Design Studies: Art of Architecture**

**Charles Phinney**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the hands-on projects, interesting field trips, and individualized feedback. Some students felt that the workload was heavy and the project expectations could be vague. Suggestions for improvement included providing clearer outlines of the projects and time to work on them in class, and a better indication of students' grades throughout the semester. Prospective students should expect a great overview of architecture with no background skills required. However, the course is very work-intensive and students are encouraged to set aside some time to work on assignments every day throughout the week.

**AS.371.149.01**

**Visual Reality**

**D.S. Bakker**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the creative freedom and immediate, in-class feedback on work. Some students felt that there wasn't enough guidance on projects, and that feedback could be vague. Suggestions for improvement included providing more time to work on projects in class and clearer expectations for assignments. Prospective students do not require a background in art and should be prepared to purchase supplies for the course.

**AS.371.151.01**

**Photoshop/Digital Darkroom**

**Howard Ehrenfeld**

Overall quality of this course: 4.50

This class had 5 or fewer comments.

**AS.371.152.01**

**Introduction to Digital Photography**

**Howard Ehrenfeld**

Overall quality of this course: 4.78

Summary:

The best aspects of this course included the field trips, creative freedom, and talented, helpful professor. Some students felt that a discount on the photo-editing software would have made editing more accessible to all students. Suggestions for improvement included adding in more field trips, and meeting twice per week for shorter classes. Prospective students do not need prior experience in photography but are encouraged to take the editing seriously and make time outside of class to edit their photos.

**AS.371.154.01**

**Introduction to Watercolor**

**Suzanne Kopf**

Overall quality of this course: 4.30

Summary:

The best aspects of this course included the well-structured lessons and helpful professor. Some students felt that the homework load was heavy, and that sometimes too much was expected from them for an introductory course. Suggestions for improvement included clearer expectations for assignments and more time to complete paintings. Prospective students are not required to have a background in art, and should expect to complete a painting per week.

**AS.371.155.01**

**Introduction to Sculpture**

**Larcia Premo**

Overall quality of this course: 3.55

Summary:

The best aspects of this course included the enthusiastic professor, relaxed learning environment, and wide variety of projects. Some students felt that the class was rushed and disorganized, with vague expectations for assignments and few updates on grades throughout the semester. Many also agreed that the required materials were expensive. Suggestions for improvement included assigning one less project, allowing students to put more work into each one, as well as clearer, written instructions and expectations for assignments, and distributing due dates more evenly throughout the semester. Prospective students are not required to have a background in sculpture, and are encouraged to make time outside of class to sculpt for this labor-intensive but ultimately fun and rewarding class.

**AS.371.162.01**

**Black and White: Digital Darkroom**

**Phyllis Berger**

Overall quality of this course: 4.56

Summary:

The best aspects of this course included the field trips, learning camera basics, and the positive, encouraging atmosphere. Some students felt that there was too much emphasis on the Photoshop plug ins as opposed to Photoshop itself. Suggestions for improvement included covering more techniques in Photoshop. Prospective students should expect a great introduction to photography that requires no prior knowledge.

**AS.371.165.01**

**Location Photography**

**Howard Ehrenfeld**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the enthusiastic professor and frequent field trips. Some students felt they didn't go over Photoshop as much as Lightroom, and that it could be difficult to follow the complicated techniques during class. Suggestions for improvement included dedicating more class time to learning basic Photoshop functions, and having class more than once per week to allow for editing time in class. Prospective students should expect a rewarding course with no background in photography required.

**AS.371.303.01-02**

**Documentary Photography**

**Phyllis Berger**

Overall quality of this course:

Summary:

The best aspects of this course included the caring, knowledgeable professor and hands-on learning processes. Some students felt that the feedback on assignments was minimal, and that it could be easy to forget certain techniques during editing. Suggestions for improvement included providing more concrete feedback, and having a reference sheet that lists general instructions for common problems students may face. Prospective students should expect an informative and interesting course that introduces the basics of photography.

**AS.371.305.01**

## **Photographs and Text: The Art of the Narrative**

**Phyllis Berger**

Overall quality of this course: 4.25

### Summary:

The best aspects of this course included the creative freedom allowed on projects, and individual attention from the instructors. Some students felt that there wasn't much guidance on assignments, and that the lack of time towards the end of the semester made it difficult to finish their final projects. Suggestions for improvement included more structure early on in terms of the final project and providing more concrete guidelines for assignments. Prospective students should know that experience with Photoshop and photography in general is beneficial but not required, and that the instructors are willing to work with all levels of experience. The projects are time-consuming and require students to work independently outside of class.

## **BEHAVIORAL BIOLOGY**

### **AS.290.420.01**

**Human Sexual Orientation**

**Chris Kraft**

Overall quality of this course: 4.75

### Summary:

The best aspects of this course included the engaging lectures, knowledgeable professor and broad range of topics covered. Some students felt that the grading and due dates for assignments were unclear, and the feedback on essays was hard to gauge. Suggestions for improvement included more concrete guidelines and expectations for graded assignments, and including more guest speakers. Making the presentations more informative and interactive by including more statistics, graphs, or short videos was also suggested. Prospective students are encouraged to approach this course with an open mind and be ready to challenge themselves.

### **AS.290.490.01**

**Senior Seminar: Behavioral Biology**

**Cynthia Moss**

Overall quality of this course: 4.82

### Summary:

The best aspects of this course included the kind, helpful professor and freedom to explore different topics. Some students felt that the guidelines for the presentation and paper were not very clear, and

that occasionally presentations would be rushed in order to end class on time. Suggestions for improvement included having only one presentations per week, and providing clear rubrics for assignments beforehand. Prospective students should expect a laid back class with a great professor, and be aware that it mainly consists of student presentations.

## **BIOLOGY DEPARTMENT**

### **AS.020.104.01**

#### **Freshman Seminar: From Genes to DNA and Back**

**E Moudrianakis**

Overall quality of this course: 4.39

#### Summary:

The best aspects of this course included the passionate professor and helpful class presentations and discussions. Some students were unsure what their grades were throughout the semester, and felt that the readings could be repetitive, leading to similarly themed discussions each week. Suggestions for improvement included using blackboard for more constant grade feedback, adding a better variety of topics and sources into the reading list, and fostering more in-depth class discussions. Prospective students should be aware that the course is more philosophical than scientific, and are encouraged to participate as it is discussion-based.

### **AS.020.106.01-02**

#### **Freshman Seminar: Tuberculosis**

**Robert Horner**

Overall quality of this course: 3.80

#### Summary:

The best aspects of this course included the seminar style, interesting presentations, and caring professor. Many students agreed that the class was lacking in feedback, and that the lessons were too technical and inaccessible. Suggestions for improvement included slowing down the pace a bit, and providing more comprehensive in-class explanations. Prospective students should be prepared to analyze research papers in this interesting, low-stress seminar.

### **AS.020.111.01**

#### **Freshman Seminar: The 'Nobels' in Medicine and Chemistry**

**Ludwig Brand**

Overall quality of this course: 4.36

Summary:

The best aspects of this course included the guest speakers, relaxed atmosphere, and passionate professor. Some students felt that the syllabus was unclear and the class too long. Suggestions for improvement included adding more interactive components to lectures, more teaching and fewer student presentations, and better-structured discussions. Prospective students should expect a great course for non-science majors to learn chemistry and the history of science in an interesting and unique format.

**AS.020.135.01**

**Project Lab: Phage Hunting**

**Emily Fisher**

Overall quality of this course: 4.87

Summary:

The best aspects of this course included the collaborative environment, hands-on lab experience, and helpful instructors. Some students felt that the time commitment and workload could be overwhelming. Many also agreed that the expectations for assignments were often unclear and that there was a general lack of direction. Suggestions for improvement included providing clearer instructions and expectations for assignments, and somewhat decreasing the hours and workload. Setting up a system to help students struggling with the experiments would also be beneficial, and prevent them from constantly repeating the same mistakes. Prospective students should expect a time-intensive course requiring little to no research experience. Be prepared to make mistakes as a major part of the research process.

**AS.020.151.01-02**

**General Biology I**

**Rebecca Pearlman, Christov Roberson, Richard Shingles**

Overall quality of this course: 4.23

Summary:

The best aspects of this course included the simple, straightforward layout, online lectures and PowerPoints, and clear expectations. Some students felt that the class could be tedious, and that certain concepts were not thoroughly explained. The large class size made it difficult to receive individual attention, and too much time was spent on answering clicker questions. Suggestions for improvement included providing more variation and activities during class, more practice problems and study material, and clearer explanations of concepts. It was also suggested that exams and homework either contain more questions overall or have questions that are worth fewer points each. Prospective

students should expect to learn independently and be willing to spend time outside of class understanding difficult concepts. Background in biology is beneficial but not required.

**AS.020.153.01-06**

**General Biology Laboratory I**

**Rebecca Pearlman**

Overall quality of this course: 4.19

**Summary:**

The best aspects of this course included the light workload, hands-on experiments, and opportunity to concentrate in-depth on a single project throughout the semester. Many students agreed that the course felt unorganized. Instructions for labs were often unclear and difficult to follow, and not enough information was provided to understand the content or experiments. Additionally, some labs felt like unnecessary busy work. Suggestions for improvement included providing more comprehensive and well-edited pre-labs and lab manuals that outline procedures and equipment clearly. Discussions at the start of each class about the labs and concepts would also be beneficial, and give context to each lab and how they connect to one another. A grading system more consistent with the rest of Hopkins was also suggested, as requiring 96% for an A was seen as unnecessarily harsh. Many agreed that field trip expenses (zoo tickets and transportation) should have been covered by the department. Prospective students should expect a fairly easy class that provides a basic introduction to biology labs.

**AS.020.161.01**

**Current Events in Biology**

**Rebecca Pearlman**

Overall quality of this course: 4.29

**Summary:**

The best aspects of this course included the relaxed atmosphere, helpful professor, and student-run lessons. Many students agreed that they often ran out of time for presentations in class. Additionally, there was a lack of structure due to the student-run curriculum, which could make studying for the exams difficult. Suggestions for improvement included more concrete lessons with lectures, in which not everything is conveyed through student presentations. More time for in-class discussion was also suggested. Prospective students should expect a light workload and freedom of topics to focus on. The course allows students to explore current themes in biology without getting bogged down by the amounts of work that General Biology would require from them.

**AS.020.190.01-02**

## **Freshman Seminar: Model Systems in Biology**

**Kristie Wrasman**

Overall quality of this course:

Summary:

The best aspects of this course included the varied and applicable course material and interesting readings. Some students felt that the discussions could become dull, and that assignments often had no correlation to the lectures in the course. Many also felt that there was too much focus on ethics and not enough on science. Suggestions for improvement included focusing less on ethics, ensuring the homework is relevant, and reformatting the class discussions. Specifically, not requiring students to raise their hands to speak, and allowing students to converse with each other rather than simply answering questions. Prospective students should expect a course with a light workload that is heavily focused on bioethics despite the course description.

## **AS.020.303.01**

**Genetics**

**Kyle Cunningham, Emily Fisher, Myles Hoyt**

Overall quality of this course: 3.89

Summary:

The best aspects of this course included the interesting course material, passionate professors, and recorded lectures. Some students felt that there was too much material covered too quickly, and that the tests were extremely difficult and obscure to study for. Additionally, the lectures could be disjointed and ineffective at times. Suggestions for improvement included slowing down the pace of the course and streamlining the information covered, as well as simplifying and better explaining the lecture material. Implementing more organized review sessions that highlight key points was also suggested, perhaps in the form of in-class problem sets. Prospective students are encouraged to keep up with the readings and practice problems, and should have some background in biology.

## **AS.020.305.01**

**Biochemistry**

**Anna Coppola, Vincent Hilser, Christian Kaiser, Kathryn Tifft Oshinnaiye**

Overall quality of this course: 4.23

Summary:

The best aspects of this course included the engaging professors, recorded lectures, and helpful recitation sessions. Some students felt that the numerous exams were too heavily weighted, making the in-class and online assignments useless in determining grades. Additionally, the lectures could be too

fast-paced and crammed with information, which, along with the inconsistent teaching styles and heavy memorization, made it difficult for some students to keep up in class. Suggestions for improvement included smaller class sizes, more interactive lectures, and more practice questions. Weighting exams and homework more evenly and teaching at a slower pace that covers less material would also be beneficial. Prospective students are encouraged to study frequently and keep up with the homework.

**AS.020.315.01-04**

**Biochemistry Laboratory**

**Robert Horner**

Overall quality of this course: 3.50

Summary:

The best aspects of this course included the hands-on lessons and relevant, enjoyable labs. Many students agreed that the deviation-based grading system was inaccurate, harsh, and unfair. Additionally, the weekly quizzes were worth the same as the lab reports despite requiring much less work, and there was little guidance on how to prepare for exams. Suggestions for improvement included adopting a fairer grading system, making lab reports worth more points, and shortening the exams. Clarification of quiz content and practice problems before exams would also be beneficial. Prospective students should expect to complete weekly quizzes and lab reports.

**AS.020.317.01**

**Signaling in Development and Disease**

**Rejji Kuruvilla**

Overall quality of this course: 4.48

Summary:

The best aspects of this course included the interesting course material and passionate, helpful professor. Some students felt that the professor spoke too quickly during lectures and covered too much material, making it difficult to keep up. Suggestions for improvement included providing lecture notes or recordings online, speaking more slowly, and explaining difficult terminology in the beginning of class. Having some more small graded assignments to apply the lessons and track students' progress would also be beneficial. Prospective students are encouraged to pay attention during lectures and utilize the professor's office hours. A strong background in cell biology is required.

**AS.020.328.01**

**Genomics: Theory and Practice**

**Vidya Balagopal**

Overall quality of this course: 4.20

This class had 5 or fewer comments.

**AS.020.329.01**

**Microbiology**

**Jocelyne Diruggiero, Emily Fisher**

Overall quality of this course: 4.07

Summary:

The best aspects of this course included the relevant journal articles and discussion-based lectures. Some students felt that the exams were confusing, difficult to prepare for, and harshly graded. Additionally, too much time was spent on discussing papers and not enough on exam material. The 5 pm deadline for homework was inconvenient, and sometimes assignments were posted just a few hours before they were due. Suggestions for improvement included posting assignments in a timely manner, changing the 5 pm deadline, and providing clearer exam preparation in the form of in-class practice questions. Lecture notes or recordings, distributing grades more evenly throughout the semester, and more feedback on homework assignments were also suggested. Prospective students should have a background in cell biology and expect a strong emphasis on reading scientific papers.

**AS.020.331.01**

**Human Genetics**

**Edward Hedgecock**

Overall quality of this course: 3.98

Summary:

The best aspects of this course included the understanding professor, light workload, and relevant course material. Some students felt that the expectations for assignments and exams were often unclear, and that there was an overall lack of organization and guidance. Additionally, the professor was difficult to contact outside of class, and lectures were often unengaging and hard to follow. Suggestions for improvement included making clear how the work is going to be graded and what students need to know for the exam, perhaps in the form of small graded assignments and comprehensive study guides. More engaging, interactive lectures, feedback on grades, and timely email responses would also be beneficial. Prospective students should expect an interesting course with a light workload that requires no background in genetics.

**AS.020.334.01****Planets, Life and the Universe****Jocelyne Diruggiero, Naomi Levin, Colin Norman**

Overall quality of this course: 3.94

**Summary:**

The best aspects of this course included the interesting material, guest lectures, and wide range of topics covered. Many students agreed that the guest lectures often went over their allotted times, and contained material that was too advanced for some students. Additionally, the grading was ambiguous and harsh, and the expectations for assignments were vague and unclear. Suggestions for improvement included providing guest lecturers with an overview of the schedule and prior knowledge of students in the class so they can better tailor their presentations. More feedback on final project progress throughout the semester, clearer instructions for assignments, and a greater focus on biology topics were also suggested. Prospective students should expect an interesting course with a light workload that requires no background knowledge on the subjects.

**AS.020.340.01-07****Genetics Laboratory****Carolyn Norris**

Overall quality of this course: 4.00

**Summary:**

The best aspects of this course included the interesting experiments, relevant course material, and caring professor. Many students agreed that the course suffered from an overall lack of organization. Additionally, some found the journal club to be unproductive and not beneficial, and grades were not posted in a timely manner. Suggestions for improvement included getting everything organized and set up before each lab, adding more structure to the course overall, better feedback on grades, and spending less time on journal club. Streamlining the course with clearer lab guidelines and expectations, possibly in the form of better lab manuals, were also suggested. Prospective students should expect an interesting course with weekly quizzes that requires some knowledge of genetics.

**AS.020.379.01****Evolution****Carolyn Norris**

Overall quality of this course: 4.47

**Summary:**

The best aspects of this course included the kind professor, engaging discussions, and interesting course material. Many students agreed that the course could feel disorganized, with last-minute changes to the syllabus, and unclear grading and due dates. Additionally, the amount of finals (a take home final, class final, and 14-page paper) was overwhelming and unnecessary. Suggestions for improvement included implementing more structure and organization overall, as well as cutting down on the amount of finals. Strictly following a more concrete syllabus and providing more guidance and examples on tough homework problems were also suggested. Prospective students should expect an interesting course that requires some background in biology.

**AS.020.380.01**

**Molecular Biology**

**Karen Beemon, Carolyn Greider, E Moudrianakis, David Zappulla**

Overall quality of this course: 3.16

Summary:

The best aspects of this course included the expert professors and interesting topics covered. Many students agreed that the course felt disjointed due to having four professors with different teaching styles, testing formats, and expectations. Additionally, some lectures lacked focus and coherence, and the status of students' grades and what to study for the exams was often unclear. Suggestions for improvement included providing more consistency and coordination between professors, more focused lectures, and practice questions before exams. Better and quicker feedback on exams, posting grades online, and a more in-depth syllabus were also suggested. Prospective students should expect a challenging course that requires a strong background in biology.

**AS.020.385.01**

**Epigenetics**

**Xin Chen, John Kim**

Overall quality of this course: 4.70

Summary:

The best aspects of this course included the engaging professors, current literature, and class discussions. Some students felt that the reading and workload was heavy, and that there was too much class time spent on paper presentations. Additionally, there was not much feedback provided in terms of the presentations or students' grades. Suggestions for improvement included lightening the reading and homework load, having fewer seminar and more professor-led lectures, and providing more feedback on assignments. Prospective students should have a strong background in biology and be prepared to read scientific papers weekly.

**AS.020.441.01**

**Mentoring in General Biology**

**Rebecca Pearlman, Christov Roberson, Richard Shingles**

Overall quality of this course: 4.46

This class had 5 or fewer comments.

**BIOPHYSICS DEPARTMENT**

**AS.250.205.01;04;06.FA16**

**Introduction to Computing**

**Maria Procopio**

Overall quality of the class: 4.07

Summary:

The best aspects of the course included the structure and amount of material covered, online slides and notes, and office hours. Students also appreciated being able to learn the basics for three different types of programming languages. The worst aspects of the course included the pace of the lectures, lack of feedback, and tedious homework. There was also an inability to study some material in depth due to time constraints. Suggested improvements included making the course more project-oriented early on, giving more feedback, and faster grading. More connection between lectures and tests and more time spent on Python would also be appreciated. Future students should make sure they will be able to run all the programs used in the course, and be aware of any issues with the computer they are using (especially with Windows). This course is great for beginners and covers the basics of Matlab, Python, and Unix.

**AS.250.205.02; 03; 05.FA16**

**Introduction to Computing**

**Ana Damjanovic**

Overall quality of the class: 4.24

Summary:

The best aspects of the course included the supportive professor, overall organization, and learning three coding language. Students also appreciated the emphasis on problem solving. The worst aspects of the course were the uneven pacing, short exams times, lack of depth on subject areas, and tedious homework. Suggested improvements included providing more timely feedback, more depth in Python, and more of a focus on projects. Some additional support and attention for Windows users would also be beneficial. Future students should know the homework is time-consuming and that no background in programming is required.

**AS.250.253.01-05.FA16**

**Protein Engineering and Biochemistry Lab**

## **Caroline Fitch**

Overall quality of the class: 4.03

### Summary:

The best aspects of the course included the applicable and interesting material. Students also appreciated the straightforward labs that provided exposure to a wide variety of techniques, and the overarching project aimed at proving a hypothesis. The worst aspects of the course were the lack of feedback, slow grading, disorganization, and heavy workload. Some also found the grading among TA's to be inconsistent. Suggested improvements included providing more timely, consistent, and fair grading, and more organization. Not having quizzes every week was also suggested. Future students should have some biochemistry knowledge, as well as a solid grasp of amino acids. This course has a moderately heavy workload that involves weekly lab reports, quizzes, and lab participation.

## **AS.250.253.06-09.FA16**

### **Protein Engineering and Biochemistry Lab**

**Jaime Sorenson**

Overall quality of the class: 3.19

### Summary:

The best aspects of the course included the opportunity to design a new variant protein and the project-based nature of the class. Students also appreciated learning useful lab techniques and skills, the many grading opportunities, and how well the material correlated with the biochemistry lecture. The worst aspects of the course were the tedious labs, inconsistent grading among TAs, and quizzes did not cover the background material. Some also took issue with the heavy workload, time of the lab, and lack of timely feedback. Suggested improvements included clearer grading, making the weekly quizzes less true/false, and making the class writing intensive. Future students should know that lab reports are due almost every week, and that there is a quiz before each lab. A basic working knowledge of introductory chemistry and general biology is recommended.

## **AS.250.313.01.FA16**

### **Molecular and Cellular System Biology**

**Elijah Roberts**

Overall quality of the class: 5.00

### Summary:

The best aspects of the course were designing and programming simulations of biological systems, practical hands-on lab exercises, and the engaging, knowledgeable professor. Students also appreciated the focus on using computational models to understand biology complements for the wet-lab techniques. The worst aspects of the course were the work load, time-intensive lab assignments, and the difficult material toward the end of the semester. Suggested improvements included providing prompt feedback on homework, longer problem sets, brief overviews of modules that will be used, and more guidance on the final project. Future students should know this course is about designing

simulations of biological systems rather than the theoretical background of how those systems are organized. Some knowledge of Python and prior programming experience are helpful.

**AS.250.314.01.FA16**

**Research in Protein Design and Evolution**

**Bertrand Garcia-Moreno; Juliette Lecomte**

Overall quality of the class: 4.75

**Summary:**

The best aspects of the course included the Friday lunch meetings, the flexibility of the schedule, and the interesting material. The worst aspects of the course included the time commitment and unclear grading expectations. Suggested improvements included a more structured grading system, better integration with the rest of the lab, receiving the writing assessment earlier, and more theoretical classes with topics announced in advance. Future students should know this course is a great opportunity to do research with more structured guidance. Students need to be self-motivated, and may need to come in on the weekends to do work.

**AS.250.315.01.FA16**

**Biochemistry I**

**Patrick Fleming**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course were the thought-provoking lectures, computer labs, and overall organization. Students also appreciated the weekly quizzes, which helped keep them up to date with the material. The worst aspects of the course were the amount of memorization, the cumulative final, and the grade being comprised of one exam and final project. Suggested improvements include adding midterms, providing more and faster feedback, and a more cumulative review during review sessions. More practice questions and student interaction would also be beneficial. Future students should know it is important to keep up with the reading, and attending weekly review sessions will help with the quizzes. A strong background in organic chemistry and biology is required, and some coding knowledge is helpful.

**AS.250.351.01.FA16**

**Reproductive Physiology**

**Barry Zirkin**

Overall quality of the class: 4.47

**Summary:**

The best aspects of the course were the take-home exams, interesting material, guest lectures, and the friendly, caring professor. The worst aspects of the course included the grading policy, unclear feedback, and difficulty in picking up on the disconnected guest lecturers' styles. Some students also took issue

with the fact that there were only two exams. Suggested improvements included adding a discussion section, making the tests clearer, and providing more feedback on the midterm. Making the grading policy more clear and including a basic introductory lecture to set the foundation for the course would also be beneficial. Future students should know this is an amazing survey course that focuses on different parts of the reproductive systems and anatomy with different scales up to reconstructive genital surgery. No background knowledge is required, but having a science background is helpful.

**AS.250.353.01.FA16**

**Computational Biology**

**Patrick Fleming**

Overall quality of the class: 4.54

**Summary:**

The best aspects of the course included the final project, carefully designed labs, and learning about different ways to analyze proteins with computational methods. The worst aspects of the course included the varying degree of difficulty of the homework, the requirements to complete homework assignments in the computer lab, and tedious labs. Suggested improvements included adding TA office hours, longer access to the classroom computer lab, and making Intro to Computing a prerequisite. Providing clearer instructions on certain lab and homework assignments and faster feedback would also be beneficial. Future students should know this is a must-take course for biophysics majors. They should have a background knowledge of biochemistry, and be comfortable with Boltzmann theory. A background in computing is also helpful.

**AS.250.372.01-02.FA16**

**Biophysical Chemistry**

**Doug Barrick**

Overall quality of the class: 4.58

**Summary:**

The best aspects of the course included the interesting material relevant to biophysics research, the Panapto recordings, and the sections with interesting activities. Students also appreciated the explanations and mathematical details given for abstract thermodynamic concepts such as free energy and entropy. The worst aspects of the course were the disconnect between homework and exams, difficult and time-consuming problem sets, and the unfinished textbook. Suggested improvements included providing more Mathematical applications, lighter homework problem sets, and a complete, published textbook. Giving a cumulative final and more timely feedback would also be beneficial. Future students should know the workload for this course is rigorous. A background or concurrent enrollment in biochemistry and probability is helpful.

**AS.250.403.01.FA16**

**Bioenergetics: Origins, Evolution, and Logic of Living Systems**

**Bertrand Garcia-Moreno**

Overall quality of the class: 4.79

Summary:

The best aspects of the course were the thought-provoking discussions, take-home exams, engaging lectures, and the close-knit classroom that facilitated learning and student attention. The worst aspects of the course were the lack of organization and unclear grading and feedback. Suggested improvements included receiving the graded tests, more notice for assignments, and better feedback. Providing more organization and concise material overall would also be beneficial. Students also suggested focusing on the material unique to the class, and leaving out material previously learned in biochemistry. Future students should be prepared to do the reading and think critically. A strong background in biochemistry is helpful.

## CHEMISTRY DEPARTMENT

### **AS.030.101.01.FA16**

#### **Introductory Chemistry I**

**David Goldberg**

Overall quality of the class: 3.68

Summary:

The best aspects of the course were the useful Sapling homework, in-class demonstrations, clear lectures, broad overview of topics, and passionate professor. The worst aspects of the course were the amount of self-teaching and practice required, lecture slides not being posted online, short time to complete lengthy exams, confusing grading, lack of feedback, and the large class size. Students noted that there is little opportunity for a deeper connection with the material beyond memorization of principles and equations. Suggested improvements include posting lecture slides online, more effective lecture notes, including homework as part of the grade, better assignment of textbook reading, more feedback, more class problems and exam coverage. Future students should know a background in chemistry is useful, and enrolling in PILOT is recommended. Students should be prepared to complete a lot of practice problems.

### **AS.030.101.02.FA16**

#### **Introductory Chemistry I**

**Sunita Thyagarajan**

Overall quality of the class: 3.53

Summary:

The best aspects of the course were the straightforward online slides, using Sapling, practice problems, and great office hours. Students also appreciated the opportunities to interact with the TA and receive immediate feedback on homework. The worst aspects of the course were that the material was sometimes hard to follow, the lectures were fast-paced, and that there was not a video of the lecture. Additionally, the lecture did not overlap with the labs, the class size was too large, and the homework did not match the test content. Suggested improvements include more comprehensive and easier to

read slides, better pacing, homework that covers the topics of the midterm prior to the midterm exam, and Panapto recordings. Future students should know this course requires a lot of independent work, and there are a lot of available resources. This course assumes a relatively strong general chemistry background.

**AS.030.103.01-10.FA16**

**Applied Chemical Equilibrium and Reactivity with Lab**

**Tyrel Mcqueen; Thanh Thao Tran**

Overall quality of the class: 3.42

Summary:

The best aspects of the course were the ability to take introductory chemistry in one semester, the availability of the TAs, and the interesting labs. Students also appreciated the Sapling homework, notetaking sheets, group learning style, and the challenging but not overwhelming material. The worst aspects of the course were the excessive workload, difficult exams, and jump in difficulty from introducing a topic to asking complex questions. Students also commented that the tests do not match up with the homework or class work. Suggested improvements include easier to read lecture sides, more examples of practice problems, clearer explanations of theory at a more introductory level, recorded lectures, and better preparatory materials. Future students should know this course is fast-paced with a heavy workload. A strong background in chemistry is recommended.

**AS.030.105.01-06.FA16**

**Introductory Chemistry Lab I**

**Louise Pasternack**

Overall quality of the class: 3.20

Summary:

The best aspects of the course were the overall organization, prefab lectures and videos, the lab manual, and hands-on experience. The worst aspects of the course were the difficulty of the assignments, and the heavy workload for a 1-credit course. Additionally, the tests seem unrelated to the rest of the material. Suggested improvements include a more comprehensive review of test material and an explanation of post and prelabs. Less focus on significant figures, more feedback, and more manageable assignments were also suggested. Future students should know this course requires many hours per week despite the fact that it is one credit. Students should know the rules for significant figures very well, as well as concepts from introductory chemistry.

**AS.030.107.01.FA16**

**Chemical Principles w/ lab: An Integrated Studio Course**

**Jane Greco**

Overall quality of the class: 3.45

Summary:

The best aspects of the course were the small class size, the worksheets, frequent clicker questions, Sapling homework system, feedback on assignments, and prepared note sheets. The worst aspects of the course were the two-hour lectures, difficult exams, and confusing post labs. Suggested improvements include a shorter class time, adding a break to the lecture, allowing more tries for Sapling problems without point deductions, a more definite schedule, and better PowerPoints for reference. Future students should know this course has a heavy workload. Students should take advantage of office hours, sign up for PILOT or a tutor, and participate in class.

**AS.030.112.01-02.FA16**

**Chemistry with Problem Solving I**

**Eric Hill**

Overall quality of the class: 4.32

Summary:

The best aspects of the course were the worksheets, the course design that effectively reinforced what was learned in introductory chemistry, helpful problem sets, and small class size. Students also appreciated the one-on-one help from the TA. The worst aspects of the course were the lack of examples, and the problem set material that was assigned before it was learned in lecture. Suggested improvements include providing more worksheets, more examples, and more communication with the professor. Introducing an online component to the course would also be helpful. Future students should know this course has no grades. It is very easy on time and is a great way to practice chemistry problems.

**AS.030.114.01.FA16**

**Freshman Seminar: The Making of a Chemist**

**Rigoberto Hernandez**

Overall quality of the class: 3.07

Summary:

The best aspects of the course were the length and time allotted for the required papers. Students also appreciated the guest speakers, small class size, the useful information about the process of becoming a chemist, and in-class discussions. The worst aspects of the course were the length of the course, unclear essay instructions, and lack of helpful feedback. Suggested improvements include clearer essay instructions, more specific feedback and discussions, more consistent grading, structured writing workshops, and making the assignments more directly connected to the lectures. Future students should know this course requires little or no knowledge of chemistry, and can be difficult and time-consuming with the writing. This is a great course for those interested in the backbone of chemistry findings, industry and different careers in chemistry.

**AS.030.205.01.FA16**

**Organic Chemistry I**

**John Tovar**

Overall quality of the class: 3.65

Summary:

The best aspects of the course were the great instructor, helpful office hours, the clear and engaging textbook, useful and informative lectures, and straightforward feedback. The worst aspects of the course were that the sections were out of sync with the material covered in class, difficult exams, and lack of quizzes and homework to help students stay on top of the material. Suggested improvements include providing more practice problems or past exams, more structured and standardized sections, and Panapto recordings of lectures. Future students should know it is important to stay on top of the reading, to do practice problems, and take advantage of PILOT. A strong understanding of introductory chemistry, with specific emphasis on thermodynamics, kinetics, and molecular orbitals is necessary. Students also recommend purchasing the modeling kit and the solutions manual.

**AS.030.205.02.FA16**

**Organic Chemistry I**

**Craig Townsend**

Overall quality of the class: 2.75

Summary:

The best aspects of the course were that the learning material aligned with the textbook readings, ample practice problems, helpful TA conferences, the layout of the content, and weekly quizzes that helped students stay on track. The worst aspects of the course were unclear lectures, not enough examples in class, the difficulty of questions asked on tests, and not enough time spent on certain topics. Suggested improvements include better communication on what the tests will cover, better feedback, a slower pace, a PILOT session, making notes available, and assigning homework. Future students should be prepared to keep up with the reading, and be sure to take advantage of TA office hours. This course requires a great deal of self-studying and self-motivation.

**AS.030.205.03.FA16**

**Organic Chemistry I**

**Christopher Falzone**

Overall quality of the class: 4.43

Summary:

The best aspects of the course were the caring professor, the PILOT sessions, the amount of available resources to help students, the intellectual rigor, and practice exams that mimicked real exams. The worst aspects of the course were unclear lectures, the heavy workload, the large class size and number of concepts discussed, and the disorganized homework system. Suggested improvements include more homework and practice tests, a more structured teaching method, a TA conference, more PILOT sessions, more feedback, and video recordings of lectures. Future students should know it is important to do the homework and read the textbook in advance. Taking PILOT with the course is highly recommended.

**AS.030.225.01-05.FA16**

**Introductory Organic Chemistry Lab**

**Larissa D'Souza**

Overall quality of the class: 4.49

Summary:

The best aspects of the course were the engaging labs, straightforward lectures, and the real world application of organic chemistry. The worst aspects of the course were the heavy amount of memorization for exams, and difficult tests. Suggested improvements include less rote memorization, fewer labs, making the tests more conceptual, and more videos of the procedures.

Future students should know basic organic chemistry knowledge is required, and students should not be afraid to take this course with organic chemistry I. The exams require a large amount of in-depth memorization.

**AS.030.227.01-02.FA16**

**Chemical Chirality: An Introduction in Organic Chem. Lab, Techniques**

**Eric Hill**

Overall quality of the class: 4.78

Summary:

The best aspects of the course were the content of the labs, the class size, and the helpful professor and TA. Students also enjoyed the special project which allowed them to propose and conduct experiments from beginning to end. The worst aspect of the course was the length of the last few labs. Suggested improvements include better lecture slides that include the necessary information, and more time for special projects. Future students should know this course assumes competency in introductory chemistry and introductory chemistry lab.

**AS.030.305.01-03.FA16**

**Physical Chemistry Instrumentation Lab I**

**Arthur Bragg**

Overall quality of the class: 3.49

Summary:

The best aspects of the course were the amount of analytical chemistry, the interesting labs, problem sets, and the ability to sharpen one's research skills. The worst aspects of the course were the heavy workload, and the amount of time required to complete the assignments. Suggested improvements include having fewer labs, more up to date feedback on assignments, shorter lab reports, and more guidance on lab reports. Students also suggested using some lecture time to teach the concepts relevant to the experiments. Future students should schedule their time appropriately, as there is little room for procrastination. A background in chemistry or subsequent enrollment in biophysical chemistry is helpful.

**AS.030.315.01.FA16**

**Biochemistry I**

**Patrick Fleming**

Overall quality of the class: 4.22

Summary:

The best aspects of the course were the interesting lectures, TA review sessions, and number of opportunities for grades. The worst aspects of the course were the difficult final exam, the volume of material, and the number of assignments each week. Suggested improvements include making the final more relaxed, adding more review time during the semester, more practice questions, and more conceptual questions rather than memorization. Future students should know this course requires a lot of memorization and reading. Despite the workload, the course material is very interesting.

**AS.030.356.01.FA16**

**Advanced Inorganic Lab**

**Jane Greco**

Overall quality of the class: 4.08

Summary:

The best aspects of the course were the lectures, the well-organized and instructive labs, and the helpful TAs. The worst aspects of the course were the poor planning of experiments, lab reports requiring prior knowledge not covered in the course, and confusing labs. Students also noted that some labs were significantly more difficult than others. Suggested improvements include more resources for answering lab report questions, a textbook or references that better explained the concepts behind the labs, recordings of the lab lectures, and more direction for the final project. Future students should have a strong background in inorganic chemistry, and knowledge of crystal field/ligand field theory is highly recommended.

**AS.030.370.01-02.FA16**

**Physical Chemistry I with Biophysical Applications**

**Doug Barrick**

Overall quality of the class: 4.55

Summary:

The best aspects of the course were the lectures, interesting problem sets, and the professor's passion for science. The worst aspects of the course were the long Mathematic problem sets, and lack of a formal textbook. Suggested improvements include providing the code syntax for Mathematica assignments since computing is not a prerequisite, updating the syllabus as the semester progresses, and more practice problems. Future students should know this is an excellent course with a great professor. Prior background with Mathematic and Calculus III are recommended.

**AS.030.403.01****Optoelectronic Materials and Devices: Synthesis, Spectroscopy, and Applications****Thomas Kempa**

Overall quality of this course: 4.58

**Summary:**

The best aspects of this course included the intelligent and motivated professor, helpful presentations, and interesting material. Some students felt that the course covered too much content, making it difficult to study for the final exam and understand each concept properly. Suggestions for improvement included narrowing the scope of the course, focusing more in-depth on less topics. Adding in some more small graded assignments to help students practice the material was also suggested. Prospective students are encouraged to have a strong background in physical chemistry as this class is mainly for graduate students and seniors.

**AS.030.404.01****Electrochemical Systems for Energy Conversion and Storage****Van Thoi**

Overall quality of this course: 4.23

**Summary:**

The best aspects of this course included the engaging lectures and well-structured lessons. Some students felt that the pace of the lectures could be overwhelming, covering a vast amount of material in a short time. This made it difficult to keep up and properly understand each concept being taught. Suggestions for improvement included implementing a slower, more organized lecture process; as well as adding in more literature reviews during the first half of the class. Prospective students should have a background in electrochemistry and be prepared to participate in class.

**AS.030.405.01****Introduction to Computational Chemistry****Lan Cheng**

Overall quality of this course: 4.47

**Summary:**

The best aspects of this course included the helpful professor, light workload, and opportunities to gain familiarity with Gaussian software. Some students felt that the lectures were somewhat unclear and difficult to follow, making it was easy to fall behind in class. Suggestions for improvement included slowing down the pace of the lectures, particularly when typing command lines. Providing some easier

example worksheets to check comprehension and practicing computations in small groups during class would also be beneficial. Prospective students should be prepared to practice frequently outside of class. Having some background of computer programming is helpful.

**AS.030.407.01**

**Modeling Matter at Nanoscales: An Introduction to Theoretical and Computational Approaches**  
**Luis Montero-Cabrera**

Overall quality of this course: 4.80

This class had 5 or fewer comments.

**AS.030.442.01**

**Organometallic Chemistry**  
**Sunita Thyagarajan**

Overall quality of this course: 3.60

This class had 5 or fewer comments.

**AS.030.453.01**

**Intermediate Quantum Chemistry**  
**Harris Silverstone**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

**AS.030.610.01**

**Chemical Kinetics**  
**Kit Bowen**

Overall quality of this course: 3.80

This class had 5 or fewer comments.

**AS.030.613.01**

## **Chemistry-Biology Interface Program Forum I**

**Steven Rokita**

Overall quality of this course: 4.08

### Summary:

The best aspects of this course included the wide variety of relevant topics covered and talks from professionals. Some students felt that they would have liked to focus more on career and post-PhD opportunities. Suggestions for improvement included providing more information on these areas, maybe by doing more lectures on career planning. Prospective students should expect to keep up with dates and deadlines for the course.

## **AS.030.619.01**

### **Chemical Biology I**

**Steven Rokita**

Overall quality of this course: 4.31

### Summary:

The best aspects of this course included the diversity of topics, helpful problem sets, and opportunities to learn from different professors. Some students felt that there was a lack of connection between the lectures of different professors. Additionally, the professor who writes the test and problem set questions is not always the lecturer, so it often felt as though some of the question topics were not covered in class. Suggestions for improvement included having more continuity between lecturers, and maybe narrowing it down to just 4 or 5 instructors to make lessons more retainable and in-depth. Prospective students should expect a fascinating, work-intensive course that requires a solid foundation in biochemistry.

## **AS.030.621.01**

### **Literature-Organic Chemistry**

**Lan Cheng**

Overall quality of this course: 3.90

This class had 5 or fewer comments.

## **AS.030.625.01**

### **Advanced Mechanistic Organic Chemistry I**

**Marc Greenberg**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the engaging professor, helpful problem sets, and great introduction of course concepts. Some students felt that they didn't have enough time to finish the tests or thoroughly and thoughtfully answer each question. Suggestions for improvement included providing more time to complete the exams or shorter exams in general, as well as review sessions and material before each test. More incorporation of recent literature into class discussion was also suggested. Prospective students should have a solid knowledge of chemistry and are encouraged to read up in the textbook before class to build a strong foundation.

**AS.030.677.01**

**Advanced Organic Synthesis I**

**Rebekka Klausen**

Overall quality of this course: 4.25

Summary:

The best aspects of this course included the variety and practicality of materials covered. Students also appreciated the reasonable workload. Some students felt that the pace of the lectures was too fast, and that the professor would often ask the class questions before they had the chance to process the information on the board. Homework and grading policies were also agreed to be inconsistent. Suggestions for improvement included a greater willingness to answer questions from students and give them time to process the lessons, as well as more clear and consistent expectations for assignments. Prospective students should expect a difficult and fast-paced class that covers a wide variety of topics. A background in organic synthesis is strongly suggested.

**AS.030.693.01**

**Methods in Time-Resolved Spectroscopy**

**Arthur Bragg**

Overall quality of this course: 4.57

This class had 5 or fewer comments.

**CHINESE DEPARTMENT**

**AS.373.111.01-02**

**First Year Heritage Chinese**

**Nan Zhao**

Overall quality of this course: 4.44

**Summary:**

The best aspects of the course included the comfortable learning environment, engaging professor, and well-structured lessons. Some students felt that the twice-weekly quizzes were too frequent and spaced unevenly, some having five days to study for and others only two. Suggestions for improvement included breaking up the quizzes into smaller chunks, spacing them more evenly, and adding in more reviews of previous material. Emphasizing more Chinese conversation in the classroom would also help students to practice their speaking more. Prospective students should already have a very solid background in Chinese language, and must commit time to studying vocabulary.

**AS.373.115.01-03****First Year Chinese****Lu Yin, Nan Zhao**

Overall quality of this course: 4.82

**Summary:**

The best aspects of the course included the engaging instructors, well-structured lessons, and helpful conversation practice. Some students felt that the class was a little fast-paced for them, and the quizzes were too frequent and uneven in terms of vocabulary, making memorization difficult. Suggestions for improvement included implementing more in-class review sessions, practicing speaking more often, and distributing the quizzes and amount of vocabulary on them more evenly. Prospective students should expect a work-heavy but effective course that will vastly improve their Chinese language skills. They are encouraged to do a little bit of work every day to avoid falling behind.

**AS.373.211.01****Second Year Heritage Chinese****Aiguo Chen**

Overall quality of this course: 4.38

This class had 5 or fewer comments.

**AS.373.215.01-03****Second Year Chinese****Aiguo Chen, Jin Yin**

Overall quality of this course: 4.51

Summary:

The best aspects of the course included the helpful conversation practice, dedicated instructors, and thorough feedback on language performance. Some students felt that the quizzes were too frequent, the grading harsh, and that the amount of characters to memorize could be overwhelming. Suggestions for improvement included fewer quizzes, more one-on-one speaking practice, and going over more example sentences during the lecture. Prospective students should have a solid understanding of Chinese I, the ability to memorize 30-40 characters a week, as well as having a system in place for doing so.

**AS.373.315.01**

**Third Year Chinese**

**Aiguo Chen**

Overall quality of this course: 4.55

Summary:

The best aspects of the course included the helpful lectures and caring, enthusiastic professor. Some students felt that the workload was heavy and the quizzes too frequent. Suggestions for improvement included assigning fewer vocabulary words per week so that students can better retain them, and giving more topics to converse about during conversation classes. Prospective students should be prepared to do a lot of studying on their own outside of class, and be able to cope with heavy memorization.

**AS.373.491.01**

**5th Year Chinese**

**Nan Zhao**

Overall quality of this class: 4.40

This class had 5 or fewer comments.

## **CLASSICS DEPARTMENT**

**AS.040.105.01**

**Elementary Ancient Greek**

**Laura Hutchison**

Overall quality of this course: 4.25

Summary:

The best aspects of this course included the well-structured textbook and helpful class discussions. Many students agreed that the professor would often not go over certain concepts until after they had done homework on it, and a large part of class time was spent going over the copious amounts of homework. The heavy workload covered too much material and encouraged cramming rather than long-term learning. Suggestions for improvement included having fewer assessments so that there is more time to understand the material before the test, as well as more class time spent on learning the concepts and less time going over homework. Students should only take this course if they are passionate about Ancient Greek. It requires a great deal of time, effort, and dedication; practicing daily is encouraged.

**AS.040.107.01**

**Elementary Latin**

**Ryan Franklin**

Overall quality of this course: 4.40

This class had 5 or fewer comments.

**AS.040.107.02**

**Elementary Latin**

**Danilo Piana**

Overall quality of this course: 4.50

Summary:

The best aspects of this course included the engaging, helpful professor and weekly quizzes that helped reinforce concepts learned in class. Some students felt that the homework load was heavy and redundant, and that the course moved a bit fast for beginners. Suggestions for improvement included having fewer and more concise assignments, making time in class to go over homework questions, and slowing down the pace of the course somewhat. Prospective students are not expected to have a background in Latin, but prior knowledge is beneficial. The course requires dedicated studying of Latin grammar and vocabulary.

**AS.040.121.01**

**Ancient Greek Mythology: Art, Narratives, and Modern Mythmaking**

**Dimitrios Yatromanolakis**

Overall quality of this course: 4.83

Summary:

The best aspects of this course included the enlightening lectures and engaging, enthusiastic professor. Some students felt that the mandatory attendance policy was strict, and that there wasn't enough time to get deep into class discussions. Suggestions for improvement included a more understanding attendance policy, and making time in class for discussions of the text themes, symbols, and interpretations. Prospective students should expect a reading-heavy but fascinating class taught by a passionate professor.

**AS.040.205.01**

**Intermediate Ancient Greek**

**Dimitrios Yatromanolakis**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

**AS.040.207.01**

**Intermediate Latin**

**Maren Mueller**

Overall quality of this course: 4.57

Summary:

The best aspects of this course included the applicable homework, knowledgeable professor, and optional review sessions. Some students felt that the course moved slowly, while others with less experience felt there wasn't much review of elementary Latin. It was also mentioned that the class could get caught up in the precise details of a sentence rather than the sentence as a whole. Suggestions for improvement included a bit more focus on elementary grammatical review, and a smaller class size to help translation move faster. Prospective students are expected to have a confident grasp on the basics of the Latin language, particularly grammar. Students are encouraged to advantage of the optional review sessions.

**AS.040.237.01**

**Myth and Metamorphosis**

**Michael Butler**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the stimulating class discussions, engaging professor, and interesting topics and texts. Some students felt that the lack of graded assignments made each one stressful, and that the midterm questions were incredibly difficult. Suggestions for improvement included having more graded assignments and restructuring the midterm, possibly using passage identifications or short essays instead of questions on minute details. Encouraging more class discussion was also suggested. Prospective students should expect a challenging, fascinating, reading-heavy course with only two graded assignments.

**AS.040.308.01**

**Advanced Latin Poetry**

**Jonathan Meyer**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the enthusiastic, knowledgeable professor, fascinating material, and great readings. There were no issues with the course or suggestions for improvement. Prospective students should expect an interesting and rewarding course. They are encouraged to have a good grasp of the Latin language before taking it and be comfortable translating.

#### **COGNITIVE SCIENCE DEPARTMENT**

**AS.050.101.01.FA16**

**Cognition**

**Soojin Park; Colin Wilson**

Overall quality of the class: 3.45

Summary:

The best aspects of the course were the interesting material, engaging professors, and helpful TA's. Many students highlighted visual cognition as a favorite part of the course. The worst aspect of the course was the slow feedback, and many students felt the lectures were dry and boring. Suggested improvements included more engaging lectures, and better feedback. Future students should know that there is no assumed background on the topic.

**AS.050.102.01.FA16**

**Language and Mind**

**Julia Yarmolinskaya**

Overall quality of the class: 3.97

Summary:

The best aspects of the course were the engaging professor and TAs, interesting course content, and the spacing of the workload throughout the semester. The worst aspects of the course were the grading, the amount of time it took to return assignments, and the tangential nature of lectures and discussions. Suggested improvements include providing timelier feedback on assignments; and either condensing the class sizes or adding a section meeting. Future students should know that this is a great course.

**AS.050.105.01.FA16**

**Introduction to Cognitive Neuropsychology**

**Michael McCloskey**

Overall quality of the class: 4.60

Summary:

The best aspects of the course were the interesting material, engaging professor, and helpful TAs. The worst aspects of the course were the harsh, ambiguous grading, and going over the homework in class. Additionally, the heavy readings, difficult exams, and pop quizzes could feel overwhelming. Suggested improvements include providing better preparation for exams, and having scheduled quizzes. Future students should know this is an interesting course, and it is important to do the readings and go to class.

**AS.050.317.01.FA16**

**Semantics I**

**Kyle Rawlins**

Overall quality of the class: 3.76

Summary:

The best aspects of the course were the interesting material and knowledgeable professor. The worst aspects of the course were the difficulty and the distribution of work. Suggested improvements included requiring more prerequisites, making the course undergraduate only, or finding a better way to balance the needs of the undergraduate and graduate students. Future students should know that this course is challenging, and that having a background in coding would be helpful.

**AS.050.332.01.FA16**

**Developmental Cognitive Neuroscience**

**Barbara Landau**

Overall quality of the class: 4.93

Summary:

The best aspects of the course were the interesting content, knowledgeable professor, and class discussions. The worst aspects of the course were the difficult material and the heavy reading load. Suggested improvements included more timely feedback, and more structure and focus for assignments

and readings. Future students should be prepared to do the readings. Some background in neuroscience or cognitive science is helpful.

**AS.050.372.01.FA16**

**Foundations of Neural Network Theory**

**Paul Smolensky**

Overall quality of the class: 4.67

Summary:

The best aspects of the course were the course material, fantastic lecture slides, and the connectionist models of neurons performing cognition. Students appreciated the professor's teaching and explanation of cognition and pattern recognition. The worst aspects of the course were the amount of material covered, the high level of math, and the long classes. Suggested improvements included more thorough explanations and descriptions in handouts for different topics, and more small exercises to help students build understanding. Students also suggested more focus on neuronal systems as opposed to artificial systems, as well as pre-reading for lectures. Future students should have a strong background in math.

**EARTH AND PLANETARY SCIENCES DEPARTMENT**

**AS.270.103.01.FA16**

**Introduction to Global Environmental Change**

**Katalin Szlavecz; Darryn Waugh**

Overall quality of the class: 3.24

Summary:

The best aspects of the course were the variety of informative and interesting topics, as well as the first part of the course. The worst aspects of the course were the lack of structure and cohesion throughout. The lectures could be dry, and the transitions between teaching styles did not flow well. Suggested improvements include better quiz and exam prep such as study guides, and more organized curriculum. Future students should be prepared for meticulous studying.

**AS.270.205.01.FA16**

**Introduction to Geographic Information Systems and Geospatial Analysis**

**Xin Chen**

Overall quality of the class: 4.33

Summary:

The best aspects of the class were the dedicated professor and exciting, useful material. Students felt the professor really cared about them learning the material. The worst aspects of the course were the grading guidelines, heavy workload, length of the class, and frustrations with software and technical

glitches. Suggested improvements include a more in-depth explanation of where to find good ArcGIS sources of data, dividing the lecture into two days, better spacing between assignments, more interactive lectures, and more feedback. Future students should know this is an excellent course with real world application. Students will need to use a Windows computer for assignments, and a working understanding of maps is helpful.

**AS.270.220.01.FA16**

**The Dynamic Earth: An Introduction to Geology**

**Amanda Charrier**

Overall quality of the class: 4.07

Summary:

The best aspects of the course included the interesting material and the professor's ability to convey it. The worst aspects of the course were dull lectures, and a lack of timely feedback and grades. Suggested improvements include more feedback, adding application to the material learned, and more engagement during lectures. Future students should know the textbook is very helpful, and it is important to attend all lectures. The problem sets are helpful, and taking the lab with this course will enrich the experience.

**AS.270.221.01.FA16**

**The Dynamic Earth Laboratory**

**Amanda Charrier**

Overall quality of the class: 3.78

Summary:

The best aspects of the course were the interesting hands-on lab experiences and informative lab manual. The worst aspects of the course were the lack of feedback and grades on assignments. Suggested improvements include more excursions, returning the labs with written feedback, more structured lab reports, and adding application to the material. Students also suggested moving around lab partners in the beginning so they can get to know one another. Future students should know this course requires weekly lab reports, which can be time-consuming.

**AS.270.305.01.FA16**

**Energy Resources in the Modern World**

**Jerry Burgess**

Overall quality of the class: 4.81

Summary:

The best aspects of the course were the engaging professor, interesting material, and field trips. The worst aspects of the course were the presentations, which took up a lot of class time, as well as unclear assignment expectations. Suggested improvements to the course include more timely return of assignments, rebalancing the presentations to equal length, clearer expectations for the research

critique paper, and more information on renewable energy. Future students should know this course offers a fantastic introduction to energy with implications in science and technology, economics, and politics. This course is good for any major, but a background in basic physics and chemistry is helpful.

**AS.270.308.01.FA16**

**Population/Community Ecology**

**Katalin Szlavecz**

Overall quality of the class: 4.14

Summary:

The best aspects of the course were the interesting material and the engaging professor. Students enjoyed the lectures, fun videos, and case studies. The worst aspects of the course were the online textbook and the long and sometimes unhelpful homework. Suggested improvements include more hands-on material and field trips, more practice problems and review before exams, and a different textbook. Future students should know no background is needed, and this is a good course for those interested in ecology-based biology. Students should manage homework and start early.

**AS.270.318.01.FA16**

**Remote Sensing of the Environment**

**Kevin Lewis; Benjamin Zaitchik**

Overall quality of the class: 4.80

Summary:

The best aspects of the course included the passionate professors whose perspectives were shaped by real world applications of the material. Students enjoyed the structure of having lectures and labs evenly split, as well as the final project. The worst aspects of the course were the slow grading, and the two different locations. Suggested improvements include more time to complete labs, more feedback, and more guest speakers. Future students should start the term project early, and take good notes. This course is recommended to students interested in remote sensing and earth science, or anyone who will ever work on a project with satellite data.

**AS.270.335.01.FA16**

**Planets, Life and the Universe**

**Jocelyne Diruggiero**

Overall quality of the class: 4.20

Summary:

The best aspects of the course were the wide range of topics covered and the guest lecturers. Students also enjoyed review sessions and open book exams. The worst aspects of the course were the lack of feedback and subjective grading, and the lack of cohesiveness among the guest lecturers. Suggested improvements include more review days, and a rubric for homework and exams. More of an overview or summary from each of the lecturers would also be appreciated, as the presentations were often high-

level and difficult to follow. Future students should know this is a fantastic course for anyone interested in astronomy and planetary exploration. The workload is light, and it is important to take detailed notes as they can be used during exams.

**AS.270.336.01.FA16**

**Freshwater Systems**

**Rebecca Kelly**

Overall quality of the class: 4.09

Summary:

The best aspects of the course were the interactive lectures, thoughtful course design, and the knowledgeable, dedicated professor. The worst aspects of the course were the heavy workload and spacing of assignments. Suggested improvements include better pacing of the workload, more field trips, incorporating field work, and more clarity on assignment due dates. Future students should know there are a lot of assignments to keep track of, and doing the pre-lectures is helpful. This course takes a holistic look at freshwater systems, including hydrology, ecology, and environmental law.

**AS.271.120.01.FA16**

**Environmental Photojournalism**

**Alexios Monopolis**

Overall quality of the class: 4.75

Summary:

The best aspects of the course were its creative, interactive nature, and learning by experience. Students enjoyed in-class discussions and peer feedback, and learning how to critically examine images. The worst aspects of the course were the lack of structure and feedback throughout the semester, as well as the challenge of finding time to shoot at multiple sites around Baltimore. Suggested improvements include more time learning specific camera skills and meeting more than once per week. Providing more guidance in conducting interview, finding transport to different sites, and writing would also be beneficial. Future students should know that there are weekly assignments and a big final assignment, so it is important to keep up. This is a fun, creative course that will allow students to see new parts of Baltimore.

**AS.271.302.01.FA16**

**Nature, Baltimore and a Sense of Place**

**Alexios Monopolis**

Overall quality of the class: 4.21

Summary:

The best aspects of the course were the outdoor excursions including and interesting readings and discussions. Students felt the passionate professor cares about his students' learning and strengthening their connection to nature. The worst aspects of the course were the lack of clarity and feedback on

assignments. Suggested improvements include clearer structure and organization, and more timely grading and feedback. Future students should know this course is fun and experiential, and requires a time commitment for excursions, reading, and four writing assignments.

**AS.271.404.01.FA16**

**GIS Workshop**

**Rebecca Kelly**

Overall quality of the class: 4.43

Summary:

The best aspects of the course were the constructive feedback from the professor, and learning a useful skill. The worst aspects of the course were the lack of guidance, the heavy workload for a one-credit course, and having to complete all modules on one's own. Suggested improvements include more guidance during class times, especially with ArcGIS, and reducing the number of expected completed sections each week. Future students should know this is a great workshop for students of all ArcGIS levels, and the majority of this course is self-motivated. The final project supplements the GECS Capstone Seminar.

**EAST ASIAN DEPARTMENT**

**AS.310.305.01.FA16**

**Southeast Asia and US Security**

**Marvin Ott**

Overall quality of the class: 4.37

Summary:

The best aspects of the course were the professor's knowledge and first-hand experience. The worst aspects of the course were the lack of focus in discussions, and overall disorganization regarding lectures and structure for assignments and grading. Suggested improvements include greater clarity around grading and feedback. Students also suggested more organized, systematic lectures. Future students should be prepared to have knowledge of Southeast Asia, or at the least to keep up with current affairs.

**AS.310.309.01.FA16**

**Monsters, Demons, and Ghosts: Folklore and Festival in Japan**

**Caleb Carter**

Overall quality of the class: 4.24

Summary:

The best aspects of the class were the interesting course material, class discussions, and mini presentations. Additionally, the professor was knowledgeable and enthusiastic. The worst aspects of the class were the dense readings, especially with difficult terminology. Suggested improvements include

more direction and feedback for essays, and more group activities. Future students should know that the course is reading heavy. Prior knowledge of Japanese history is helpful but not necessary.

**AS.310.352.01.FA16**

**Current Issues in US-Asia Relations: A Practitioner's View**

**Weston Konishi**

Overall quality of the class: 4.90

Summary:

The best aspects of the course were the professor's practical knowledge, the small class size, and the final class with Ambassador Demings. The worst aspects of the course included the length and frequency of the class, the lack of guidance on writing, and the difficulty of keeping up with the readings. Suggested improvements include working in groups or with a partner on the first policy brief assignment, spacing out the readings, and having two classes per week to allow for more in-depth discussion. Future students should know there are lots of readings, and it is helpful to have some knowledge of East Asia. Students should be prepared to participate in the blog and engage in discussions.

**ECONOMICS DEPARTMENT**

**AS.180.101.01-24.FA16**

**Elements of Macroeconomics**

**Robert Barbera**

Overall quality of the class: 3.52

Summary:

The best aspects of the course were the professor's investment in the students during one-on-one scenarios and in lectures. Students also appreciated the helpful sections, applicability of the material to the real world, in-depth problem sets, and online notes. The worst aspects of the course included students not having enough time to complete the problem sets, and lectures not being relevant to exams. Suggested improvements include providing more time to complete problem sets, having quiz and exam material detailed in class, more quantitative rather than just qualitative lectures, and more review sessions. Future students should know this is a great introductory level course recommended for anyone curious about finance, Wall Street, and economics in general. It includes a math component, and there is a lot of self-learning, so it is recommended to read the textbook, take PILOT, and go to office hours.

**AS.180.217.01.FA16**

**Game Theory in Social Sciences**

**Ying Chen**

Overall quality of the class: 3.73

Summary:

The best aspects of the course were the interesting applications of the games to real life, the clearly presented material, and well-structured lectures. The worst aspects of the course were the lack of interaction, lengthy lectures, some unreasonable practice questions, and no online notes. Suggested improvements include breaking up the class into two lectures and providing better quality online notes; as well as more hands-on demonstrations, interaction, and practice exams or study questions. Future students should know this course requires more math and logic than one would expect, though no background in economics is needed. It is important to keep up with homework, and be prepared to do a lot of independent studying.

**AS.180.238.01.FA16**

**Rethinking Economics After the Great Recession**

**Floyd Norris**

Overall quality of the class: 3.86

Summary:

The best aspects of the course were the professor's passion and deep understanding of the Great Recession; as well as the fascinating material and discussions. The worst aspects of the course were the heavy reading load, lack of clarity on assignments and grading, and the expected working knowledge of finance. Suggested improvements include having multiple meeting periods per week, providing more transparency with grading, more accessible readings, clearer assignment guidelines, and a prerequisite finance class or more time spent explaining finance basics. Future students should know this is a fantastic course, and it is important to have an interest in the financial system and the financial crisis. An introductory understanding of macroeconomic concepts and finance would be useful. It is also important to begin planning the papers early.

**AS.180.241.01.FA16**

**International Trade**

**Trent Bertrand**

Overall quality of the class: 3.66

Summary:

The best aspects of the course were the well-written textbooks, incredible lectures, optional final, and the professor's encouragement of students to think critically. The worst aspects of the course were hard-to-follow lectures, problem sets drastically differing from exams, lack of guidance on the term paper, and the professor's suspension which disrupted the end of the course. Suggested improvements include a brighter classroom, aligning problem sets with exam content, allowing more perspectives into the discussion, more organized lectures, and a smaller class. Future students should know this class is more qualitative than quantitative, and exams test the theoretical side of materials. There is much self-teaching, and this course broadens students' perspectives.

**AS.180.261.01.FA16**

**Monetary Analysis**

**John Driscoll**

Overall quality of the class: 3.88

Summary:

The best aspects of the course included the eminently qualified and well-informed professor, available office hours, weekly TA review sessions, comprehensive online notes, good feedback, and well-organized lectures. The worst aspects of the course were the exams being significantly harder than the homework practice sets, that lectures covered mostly theory and not much practical application, and the lack of sections. Suggested improvements include taking attendance or making lectures mandatory, more outside practice problems, matching the problem sets to the same level of difficulty as the exams, incorporating more visuals and examples into the lectures, and a lecture hall with better lighting. Future students should know that prior knowledge of macroeconomic theory will be helpful, and exams are much more difficult than practice sets. Students interested in finance will enjoy this course.

**AS.180.289.01.FA16**  
**Economics of Health**  
**David Bishai**

Overall quality of the class: 4.03

Summary:

The best aspects of the course were the professor's passion and excellent knowledge of the material; as well as the engaging group assignments and applicable course material. Students also appreciated the integration of public health, medicine, and economics. The worst aspects of the course were the heavy weight of the final exam (50 percent), unclear grading, confusing feedback, and long lectures. Suggested improvements included receiving more help from the TA on homework, more exercises related to the exams, and splitting the class into two sections. More weekly review sessions and better instructions on assignments would also be helpful. Future students should know this course is great for those interested in the social science side of economics, or those who want to go into healthcare without necessarily becoming physicians. The final is weighted heavily, and background in healthcare, health policy, and microeconomic theory would be helpful.

**AS.180.301.01;02;04.FA16**  
**Microeconomic Theory**  
**Ahmed Mahmud**

Overall quality of the class: 3.83

Summary:

The best aspects of the course were the organized and captivating lectures, online PowerPoints for studying, overall organization, and Game Theory unit. Students felt the professor truly cared and helped them to understand the material. The worst aspects of the course were that the homework did not reflect the exam questions and the unclear grading policy. Additionally, since homework was submitted in a team, some students felt they did not have enough practice. Suggested improvements include ensuring the TAs are familiar with what the students are learning; as well as more practice problems, exam preparation, feedback on homework, and engagement during lectures. Future students should know

this is a rigorous, math-based course. A solid understanding of statistics, calculus, and economics is helpful. Students should keep up with the material and know that grades depend on the midterm and final exams.

**AS.180.301.03.FA16**

**Microeconomic Theory**

**Floyd Norris**

Overall quality of the class: 3.72

Summary:

The best aspects of the course were the in-depth material, group homework assignments, online PowerPoints, overall course organization, and the interesting math applications to economics. The worst aspects of the course were the fast pace, small amount of exams (2), and group problem sets where some students did not contribute. Additionally, the grading system was unclear. Suggested improvements include better communication between the professor and TAs to ensure the TAs are teaching relevant material, having another midterm to change the weight of exams, and more practice problems that reflect test questions. Future students should have a strong foundation in microeconomics, and a knowledge of calculus. Grades are primarily based on one midterm and one final, so it is important to keep up with practice exams and homework assignments.

**AS.180.303.01.FA16**

**Topics in International Macroeconomics and Finance**

**Olivier Jeanne**

Overall quality of the class: 4.39

Summary:

The best aspects of the course were the professor's real-world experience, the helpful and responsive TA, useful feedback, well-organized class structure, and great lecture slides and notes. Students also appreciated the discussion of case studies relevant to economic trends. The worst aspects of the course were the dry lectures and complicated homework assignments due to the use of STATA, which was barely introduced in the class. Students also felt the mathematical concepts were not introduced very well. Suggested improvements include more case studies, more student interaction and engagement, notes on every topic to refer to during review, and more feedback. Students also suggested more thorough mathematical explanation, or simplifying or removing complicated and unnecessary equations from lecture slides; as well as dedicating one class to teaching STATA. Future students should know there is no assumed background, but taking International Monetary Economics prior to this course, and having some proficiency with STATA are recommended.

**AS.180.309.01.FA16**

**Economics of Uncertainty and Information**

**Edi Karni**

Overall quality of the class: 4.44

Summary:

The best aspects of the course were the enthusiastic instructor and TA, and engaging and cohesive lectures. The worst aspect of the course was the lack of a textbook, which made it difficult for students to review problems from a different perspective. Additionally, the homework was difficult and the grades were entirely dependent upon exams. Suggested improvements include adding a textbook, grading the homework, and making problem sets required so students are more likely to complete them. Future students should know this course offers an in-depth, rigorous look at microeconomics in a small setting. Taking this course soon after Microeconomic Theory is recommended.

**AS.180.310.01.FA16**  
**Economics of Antitrust**  
**Bruce Hamilton**

Overall quality of the class: 4.90

Summary:

The best aspect of the course was the great instructor, who was well-versed and passionate about the subject, and included specific cases as well as his own personal experience. Students also enjoyed the oral presentations. The worst aspects of the course were the papers and large readings assignments. Suggested improvements include a mid-semester guest speaker, such as someone involved with an antitrust case from the past or present; as well as more feedback, and covering some more modern cases. Future students should know this is a must-take class, where they will gain a solid knowledge of antitrust laws in the U.S. This course covers the intersection of law and economics, and it is recommended that students have some background in microeconomics and/or law.

**AS.180.334.01-02.FA16**  
**Econometrics**  
**Jorge Balat**

Overall quality of the class: 3.80

Summary:

The best aspects of the course were the TA support, examples from actual economics papers, applicable material, and feedback; as well as the amount of available resources including slides, past exams, and homework. Students also appreciated the professor asking for midterm evaluations so he could adjust the course to students' needs. The worst aspects of the course were monotonous lectures, and STATA lessons. Students also noted that the statistical proofs were challenging without a background in statistical analysis. Suggested improvements include more concordance between lecture notes posted online and slides presented in class, breaking up the lectures into three classes per week, and offering extra review of statistics and the proofs in section. Future students should know this is an excellent, fast-moving course that covers a lot of material. Prior background in statistics is very helpful, and students will need to use the program STATA.

**AS.180.354.01.FA16**

**Econometrics of Unobservables**  
**Yingyao Hu**

Overall quality of the class: 4.40

Summary:  
This class had five or fewer comments.

**AS.180.355.01.FA16**  
**Economics of Poverty/Inequality**  
**Robert Moffitt**

Overall quality of the class: 4.44

Summary:  
The best aspects of the course were the knowledgeable professor, discussions of contemporary economic issues, and learning how to critique economic policies and papers. The worst aspects of the course were the lack of feedback, long readings, and heavy writing load despite the course not being designated writing intensive. Suggested improvements include more engaging lectures, more class discussions, giving students a break during lectures, and making this course writing intensive. Students also suggested learning how to write a critique for economics papers, and focusing the content on theoretical poverty and inequality rather than specific programs such as social security. Future students should be motivated because readings are required for discussion, and this course is writing intensive though it is not labeled as such. Students should have a background in economics and policy analysis.

**AS.180.363.01.FA16**  
**Sex, Drugs and Dynamic Optimization: The Economics of Risky Behavior**  
**Nick Papageorge**

Overall quality of the class: 4.75

Summary:  
The best aspects of the course were the engaging professor and the relevant policy issues. Students also appreciated learning the actual work of economics, such as how to write a model and read an economic paper. The worst aspects of the course were the disjointed feeling due to the varying paper topics discussed, the difficult math involved in some papers, and lack of strong feedback on assignments. Suggested improvements include providing more structure and introduction at the beginning of the course, having introductory questions sent out before each paper, and more explanation on how to draw a dynamic model. Clearer expectations for paper assignments would also be helpful. Future students should know this is a fascinating course, especially if students want to explore the idea of graduate school in economics. A good understanding of econometrics is useful.

**AS.180.367.01.FA16**  
**Investment-Portfolio Management**  
**Jonathan Wright**

Overall quality of the class: 4.12

Summary:

The best aspects of the course were the clearly laid out material students received at the beginning of the semester; as well as the applied problems that help with interviews, a variety of homework resources, and going over Bloomberg and Excel material in class for the problem sets. Students appreciated that the course touches on many components of the world of finance, and gives aspiring practitioners exposure to the analytical side of Wall Street. The worst aspects of the course were the long, challenging problem sets, confusing Bloomberg software, and the fast pace. Some students also took issue with the empirical work in Excel with minimal guidance and tough grading. Suggested improvements include more leniency on problem set grading, more office hours, covering less content, and outlining homework dates and article dates in advance. Providing more feedback and help with Bloomberg Terminal would also be beneficial. Future students should know this course is heavy in math and logic, and is especially useful for students interested in finance. Students do not need a background in economics, but knowledge of financial markets and use of Bloomberg Terminal is helpful.

**AS.180.372.01.FA16**

**Finance and Macroeconomy**

**Jon Faust**

Overall quality of the class: 4.88

Summary:

The best aspects of the course were the opportunities to discuss and debate some of the most relevant and interesting macroeconomic topics with the Economics Faculty and graduate students. Students appreciated hearing the diverse perspectives. The worst aspects of the course were the lack of structure, and difficulty in contributing to the conversation. Suggested improvements include more structure, and ways for undergraduates to participate more fully. Future students should know this course is recommended, and students should be familiar with and interested in current events.

## **ENGLISH DEPARTMENT**

**AS.060.100.01.FA16**

**Introduction to Expository Writing**

**Patricia Kain**

Overall quality of the class: 4.89

Summary:

The best aspects of the course were the one-on-one conferences with the professor, as well as the professor's overall feedback. The worst aspects of the course were the lack of emphasis on the second half of the essays while writing the first essay; as well as suggested edits not being broad enough. Suggested improvements include more conferences, more discussion, and more class activities. Future students should know no background is required. The readings are quick and easy to complete.

**AS.060.100.02.FA16**

**Introduction to Expository Writing**

**William Evans**

Overall quality of the class: 4.63

Summary:

The best aspects of the course were feedback and individual sessions with the professor. Students found these sessions immensely worthwhile. The worst aspects of the course were weak student interactions, and too much focus on one subject during class. Suggested improvements include more in-class discussions, activities, and interaction. Students also suggested more tutorials or office hours at later stages of the drafts. Future students should know this is a very helpful course for learning structured writing.

**AS.060.100.03-04.FA16**

**Introduction to Expository Writing**

**Anne-Elizabeth Brodsky**

Overall quality of the class: 4.62

Summary:

The best aspects of the course were the writing conferences and kind, helpful professor. Students also highlighted the in-class workshops and activities. The worst aspects of the course were the ambiguous grading standards and heavy reading. Suggested improvements include more feedback and workshops, more emphasis on writing body paragraphs, more conferences, and more interesting and current reading material. Future students should know this is an interesting course that offers a lot of ideas in a short period of time. With effort, students will improve their fundamental writing abilities.

**AS.060.100.05-06.FA16**

**Introduction to Expository Writing**

**Marie O'Connor**

Overall quality of the class: 4.45

Summary:

The best aspects of the course were the feedback and individual conferences with the professor. The worst aspects of the course were the occasionally uninteresting readings, in-class workshops, and lack of discussion. Suggested improvements include providing more choice of topics and readings; as well as encouraging more student participation and discussion during class. Students also highlighted learning how to properly cite sources. Future students should know this course is very helpful in understanding the fundamental structure of academic writing. More experienced writers should consider taking an Expository Writing class that focuses on a particular topic.

**AS.060.107.01.FA16**

**Introduction to Literary Study**  
**Eric Sundquist**

Overall quality of the class: 4.53

Summary:

The best aspects of the course were the knowledgeable, engaging professor; particularly his expertise with Holocaust literature. Students also appreciated the interesting readings and freedom to choose paper topics. The worst aspects of the course were a sense of imbalance regarding the texts; students felt the course moved too quickly through some texts compared to others, and some weeks the texts were significantly longer. A suggested improvement is more in-class discussion. Future students should know this is an excellent course, and that the material is very emotionally heavy and disturbing at times. There is also a fair amount of writing.

**AS.060.107.02.FA16**  
**Introduction to Literary Study**  
**Mark Thompson**

Overall quality of the class: 4.55

Summary:

The best aspects of the course were the excellent selection of readings, the professor's knowledge, and engaging teaching style. The worst aspects of the course were the slow grading of papers and lack of feedback. Suggested improvements for the course include more discussion and more feedback, especially on papers. Future students should know no background is required, and this course serves as a good foundation for taking further English courses. There is a lot of dense reading, and it is important to take notes during lecture.

**AS.060.112.01.FA16**  
**Major Authors: Dickens and Film**  
**Andrew Miller**

Overall quality of the class: 4.38

Summary:

The best aspects of the course were the passionate, engaging professor, the feedback on assignments, and the class discussions. The worst aspects of the course were the heavy workload and tough grading. Suggested improvements include less "theoretical interlude" and instead interspersing theoretical readings with books and films; as well as an earlier introduction to adaptation theory. Students also suggest explaining writing criteria with editing examples at the beginning of the semester. Future students should know the professor is very helpful, and that students should be prepared to be challenged and engaged.

**AS.060.113.01.FA16**  
**Expository Writing**

**Concetta Scozzaro**

Overall quality of the class: 4.50

**Summary:**

The best aspects of the course were the intellectually stimulating topics and engaging discussions. Students also highlighted the professor's helpful feedback and one-on-one conferences. The worst aspects of the course were the times for the mandatory film screenings, the workload, and lack of clarity around structuring essays. Suggested improvements include changing the class time to later in the day, and spending more time on paper formatting/essay structuring. Future students should know this is fun class, and it is important to read and watch the material actively, as well as maintain good communication with the professor.

**AS.060.113.02-03.FA16****Expository Writing****Robert Webber**

Overall quality of the class: 4.20

**Summary:**

The best aspects of the course were the interesting topics and engaging in-class discussions. Students also enjoyed the relevant material and conferences with the professor. The worst aspects of the course were the unbalanced time spent on some assignments, the number of documentaries, and confusing instructions. Suggested improvements include more immediate feedback, more conferences, more sample paper analysis, and timely receipt of final drafts. Students also suggested more focus on improving writing techniques. Future students should know topics are very interesting, and the workload is manageable.

**AS.060.113.04.FA16****Expository Writing****Sandy Koullas**

Overall quality of the class: 4.33

**Summary:**

The best aspects of the course were feedback from both peers and the professor, as well as the one-on-one conferences. Students also enjoyed the content. The worst aspects of the course were heavy reading, and the lack of clarity on the philosophical aspects of the material. Suggested improvements include more open discussion and student participation. Future students should know that this is a great course, and that they should be interested in the content/topics.

**AS.060.113.05.FA16****Expository Writing****Sarah Ross**

Overall quality of the class: 4.43

Summary:

The best aspects of the course were the passionate, helpful instructor and interesting content. Students also appreciated the feedback, discussions, and one-on-one conferences. The worst aspects of the course were the long papers with short turn around time, the secondary sources for essay topics, and the harsh grading on the first essay. Suggested improvements include an introductory lesson on the expectations of college writing, more time to go over primary and secondary source material, and more information on writing citations. Students also suggested more time peer editing work, and more one-on-one time with the professor. Future students should know that their skills and grades should improve over the course of the semester.

**AS.060.113.06.FA16**

**Expository Writing**

**Marianna Bergamaschi Ganapini**

Overall quality of the class: 4.73

Summary:

The best aspects of the course were the interesting material and engaging professor. The constant feedback including conferences was also appreciated. The worst aspects of the course were, at times, the pacing of assignments and reading; as well as writing assignments being overly structured so as to inhibit creativity. Suggested improvements include reviewing and editing more sample papers, and allowing more freedom in the format of the essay. Future students should know that this course is recommended if one has interest in philosophy, psychology, and the concept of innate morality. The course materials are very thought-provoking.

**AS.060.113.07.FA16**

**Expository Writing**

**Joseph Haley**

Overall quality of the class: 4.15

Summary:

The best aspects of the course were the thought-provoking content, discussions, and feedback from workshops and conferences. The worst aspects of the course were the confusing essay prompts and slow grading of essays. Suggested improvements include prompter feedback and more guidance on writing essays. Future students should take this course if interested in transhumanism, bioethics, and the future of biotechnology.

**AS.060.113.08-09.FA16**

**Expository Writing**

**George Oppel**

Overall quality of the class: 4.93

Summary:

The best aspects of the course were the interesting material and feedback received from conferences. The worst aspects of the course were the amount of time given for rough draft assignments, and a somewhat unclear grading rubric. Suggested improvements include more practice on how to write a conclusion, more writing assignments for the rough drafts, and more clarity on how the essays were being evaluated. Future students should know this is a fantastic course. Students should be sure to have an interest in the topic of the course.

**AS.060.113.10.FA16**

**Expository Writing**

**Eli Anders**

Overall quality of the class: 3.27

Summary:

The best aspects of the course were the interesting topics and the one-on-one conferences. The worst aspects of the course were the unclear feedback and instructions. Suggested improvements include more conferences and feedback throughout, as well as allowing for more creativity and the use of outside sources. Future students should know this is a good writing course focused on analyzing primary sources about epidemics, while focusing on the author's purpose and attitude.

**AS.060.113.11.FA16**

**Expository Writing**

**Joseph Haley**

Overall quality of the class: 3.92

Summary:

The best aspects of the course were the interesting topics and engaging discussions. The worst aspects of the course were the lack of timely feedback and grading; as well as the timing of assignments that led to students feeling rushed during writing. There was little consensus on suggested improvements to the course. Future students should know this course requires a lot of reading.

**AS.060.113.12.FA16**

**Expository Writing**

**Christopher England**

Overall quality of the class: 4.50

Summary:

The best aspects of the course were the interesting readings and close interaction with the professor. Students felt the feedback and conferences with the professor were most helpful. The worst aspect of the course was the professor's dialogue, as students felt he spoke too fast. Additionally, there was not an opportunity for student discussion. Suggested improvements include more effective feedback from

peers, and allowing for more class discussion. Future students should know it is worth truly examining the readings. A background in writing argumentative essays is helpful.

**AS.060.113.13.FA16**

**Expository Writing**

**Arash Abazari**

Overall quality of the class: 4.23

Summary:

The best aspects of the course were the interesting material, engaging professor, and helpful feedback. The worst aspects of the course were harsh grading, and students thought some texts felt repetitive. Suggested improvements include fewer assignments, smaller readings which would allow for better understanding, and more detailed grading rubrics. Future students should know that the workload is intensive, but this course will help improve the structure and argument of essays.

**AS.060.113.14.FA16**

**Expository Writing**

**Amanda Zecca**

Overall quality of the class: 4.53

Summary:

The best aspects of the course were the engaging class discussions and one-one-one conferences. The worst aspects of the course were the learning curve for some of the readings, lack of consistency in the length of the readings, and lack of guidance on what was expected in essays. Suggested improvements include allowing more freedom on when to start the essays, providing more guidance on how to structure them, and giving more time to complete the final paper. Providing a greater historical background of American Gothic literature would also be helpful. Future students should know this course requires a lot of reading, and does not offer a comprehensive history of Gothic Literature. Students should take seriously the comments from their drafts.

**AS.060.113.15.FA16**

**Expository Writing**

**Samreen Kazmi**

Overall quality of the class: 4.25

Summary:

The best aspects of the course were the interesting material, engaging discussions, and feedback from conferences with the professor. The worst aspects of the course were the lack of structure and imbalanced distribution of work. Suggested improvements include more organization and a structured syllabus; as well as better assignment distribution. Future students should know that some of the readings are abstract, and it is recommended to pre-write as much as possible before the due date. The course can be challenging, but is worth taking.

**AS.060.113.16.FA16**

**Expository Writing**

**Joel Childers**

Overall quality of the class: 4.46

Summary:

The best aspects of the course were the engaging discussions, peer review for papers, feedback, and draft conferences. The worst aspects of the course were the confusing timeline, and lack of analysis of some of the texts. Suggested improvements include more one-on-one opportunities to discuss papers with the instructor, more freedom for the students, and having optional secondary sources. Future students should know this course is fast-paced, so it is important to keep up with due dates. This course is intellectually challenging, and will improve students' writing skills.

**AS.060.113.17.FA16**

**Expository Writing**

**Christopher Wescott**

Overall quality of the class: 4.80

Summary:

The best aspects of the course were the interesting topics, analysis, and discussion. Students also appreciated the feedback, peer review of papers, and one-on-one conferences. The worst aspects of the course were the challenging readings and long essays. Suggested improvements include deeper discussion of the readings in class, more time spent reviewing papers, and more overall engagement and discussion among students. Future students should know the grading is confusing, and it is important to structure one's time to allow for writing.

**AS.060.113.18.FA16**

**Expository Writing**

**Donald Berger**

Overall quality of the class: 4.38

Summary:

The best aspects of the course were the feedback, peer review sessions, and one-on-one conferences. The worst aspects of the course were some of the in-class assignments, the grading, and little time to write drafts. Suggested improvements include more one-on-one time with the professor, more time to discuss the stories in class, more evenly distributed work, and more freedom in writing. Future students should know this course is challenging with heavy writing, but the professor is very approachable. It is important to take feedback into consideration.

**AS.060.113.19.FA16**

**Expository Writing**

**Meghan Helsel**

Overall quality of the class: 4.27

Summary:

The best aspects of the course were the conferences, feedback, and interesting topics. Many students felt their writing greatly improved. The worst aspects of the course were the heavy workload, some disorganization, and challenging readings. Suggested improvements include a different grading system, making readings available sooner, and having a more consistent reading schedule. Future students should know the course is challenging with heavy writing assignments that will improve students' skills. The subject was intriguing and thought-provoking.

**AS.060.113.20.FA16**

**Expository Writing**

**Erica Tempesta**

Overall quality of the class: 4.21

Summary:

The best aspects of the course were the feedback and one-on-one conferences. The worst aspects of the course were the lack of discussion of the primary text, the heavy workload, inconsistent feedback, and confusing readings. Suggested improvements include more conferences and more class discussion. Students also suggested pacing the workload differently. Future students should know this is a relatively challenging course that will develop one's skills as a writer and critical thinker.

**AS.060.113.21.FA16**

**Expository Writing**

**Royce Best**

Overall quality of the class: 4.40

Summary:

The best aspects of the course were the class discussions and one-one-one conferences. Students also really enjoyed the movies. The worst aspects of the course were the sometimes challenging articles, and the confusing instructions for essay writing. Suggested improvements include more guidance, more accessible critical texts, and more writing workshops and discussion of the topics. Future students should be sure to choose an Expos course topic that interests them. There is a lot of writing, and only the final drafts are graded.

**AS.060.113.22.FA16**

**Expository Writing**

**Genco Guralp**

Overall quality of the class: 4.20

Summary:

The best aspects of the course were the interesting readings and topics. The professor is an expert in his field and gave great feedback. The worst aspects of the course were the grading and challenging ideas in the text. Suggested improvements include more analysis of the readings, and more in-depth conferences with more comprehensive feedback. A better baseline of standards across all expos courses would also be beneficial. Future students should know this course is philosophical in nature. This course is about understanding explanation as it is used in science.

**AS.060.113.23.FA16**

**Expository Writing**

**Casey McNeill**

Overall quality of the class: 4.27

Summary:

The best aspects of the course were the interesting material, feedback, and conferences. The worst aspects of the course were that it became repetitious or boring. Students felt the similarities in the papers, as well as the structure of the essays were constricting. A suggested improvement for the course is more discussion and interaction. Future students should know this course is both reading and writing intensive. The topics are interesting, and students should be sure to choose an Expos course that reflects their interests.

**AS.060.155.01-02.FA16**

**Expository Writing: Introduction to the Research Paper – Controversies in Adolescence**

**Aliza Watters**

Overall quality of the class: 4.94

Summary:

The best aspects of the course were the fascinating readings, feedback from the class, the opportunity to engage in one's topic of choice, and the interdisciplinary nature of the course. Many students agreed that both the professor and librarian put a lot of care into improving each student's work. The worst aspects of the course were the large gap between the draft and submission for the final, the scheduling, and the workload. Suggested improvements include looking at more diverse groups in the sources, having a second final draft submission, and less-rushed group feedback tasks. Future students should know this is a challenging but rewarding class that will prepare students to write and speak on a research topic. This course requires much self direction, but the professor and librarian offer great support.

**AS.060.210.01-03**

**British Literature II**

**Douglas Mao**

Overall quality of this course: 4.26

Summary:

The best aspects of this course included the knowledgeable professor, engaging lectures, and in-depth analysis of texts. Some students felt that the workload was too heavy, covering too many texts, and unevenly distributed throughout the semester. Some were also unsure of what to study for the final exam. Suggestions for improvement included lightening the reading and workload to allow students to better focus in-depth on each text and assignment. Spreading out the readings, offering a study guide, and adding in some quizzes or smaller assignments were also suggested. Prospective students should expect a reading-heavy but fascinating course with very few graded assignments.

**AS.060.219.01-03**

**American Literature to 1865**

**Jared Hickman**

Overall quality of this course: 4.16

Summary:

The best aspects of this course included the dynamic lectures and engaging professor. Some students felt that the class could be overly reading-heavy, which made it difficult to keep up and focus properly on each text. Additionally, the lectures often felt rushed due to an excess of material to cover, making it difficult to take good notes. Suggestions for improvement included decreasing the reading load, providing the lecture slides on Blackboard, and cutting out some of the authors not addressed in lectures. Prospective students should expect heavy reading and be familiar with English lecture courses in terms of structure: two exams, two papers, and weekly responses.

**AS.060.307.01**

**Training\Writing\Consulting**

**Amy Sheeran**

Overall quality of this course: 4.40

This class had 5 or fewer comments.

**AS.060.346.01**

**The American Romance**

**Jared Hickman**

Overall quality of this course: 4.42

Summary:

The best aspects of this course included the passionate professor, engaging discussions, and variety of authors and perspectives covered in class. Some students felt that the workload was too demanding, that the expectations for papers were often unclear, and that the deadlines for assignments kept getting pushed back. Many also agreed that the feedback on essays could seem harsh and insensitive. Suggestions for improvement included adding more encouraging comments along with the harsher criticisms, grading in a timelier manner, and assigning fewer papers and readings to allow for more in-depth examination of course topics. Prospective students should be prepared to write extensively and keep up with the heavy readings.

**AS.060.352.01**

**John Keats' Guide to City Living**

**Mary Favret**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the engaging professor and lively discussions. Some students felt that the course could be disorganized, and that the syllabus changed abruptly and frequently. Suggestions for improvement included clearer expectations for assignments and how they will be graded, as well as a more organized and concrete syllabus. Prospective students should be prepared to participate in class and engage in discussions. The grading is harsh so be sure to put a good amount of work into the papers.

**AS.060.370.01**

**The Nineteenth Century Novel**

**Andrew Miller**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

**AS.060.376.01**

**Staging Church and State in Early Modern England**

**Kevin Roberts**

Overall quality of this course: 4.11

Summary:

The best aspects of this course included the broad range of interesting plays, feedback on papers, and the helpful instructor. Some students felt that the class was not very involved in discussions, and that there wasn't enough secondary research and historical contextualization to go along with the readings. Suggestions for improvement included fostering in-depth class discussions by asking direct questions or having students respond to a specific topic. Tightening up the syllabus to include more secondary sources and fewer overall readings were also suggested. Prospective students should expect to read one play each week and come to class ready to discuss them. This is a great for those with an interest in early modern English drama.

## **FILM AND MEDIA STUDIES**

### **AS.061.140.01**

#### **Introduction to Cinema, 1892-1941**

**Linda DeLibero**

Overall quality of this course: 4.33

#### Summary:

The best aspects of this course include the knowledgeable professor, interesting films, and helpful feedback on papers. Some students felt that both the readings and the class time could be lengthy, and that the quizzes were difficult and oddly specific. Suggestions for improvements included meeting for shorter periods twice a week, and making more opportunities for group discussions in class. Prospective students are encouraged to attend the screenings, and find a way to balance their reading schedules.

### **AS.061.150.01**

#### **Introduction to Film Production: Rediscovering Early Cinema**

**Matthew Porterfield**

Overall quality of this course is: 4.67

#### Summary:

The best aspects of this course include the hands-on work and effective mixture of theory and practice. Some students felt that their progress was unclear, as the few grades they did receive were not posted on Blackboard. Students also mentioned that the final projects felt a little rushed and there wasn't much time to practice editing. Suggestions for improvements included making more time to practice editing, and giving students an idea of their grades throughout the semester. Prospective students should expect to work with 16mm film and learn the basics of filmmaking.

### **AS.061.152.01-02**

#### **Introduction to Digital Video Production**

## **Jimmy Roche**

Overall quality of this course: 4.57

### **Summary:**

The best aspects of this course include the hands-on assignments and motivating professor. Some students felt that coordinating equipment rentals could be difficult, and that the course was a bit unorganized at times. Suggestions for improvements included providing more time in class to edit, and allowing students to take cameras out for more than 48 hours. Prospective students should expect a work-intensive but ultimately fun and rewarding course. Students should become comfortable with the film center and quickly learn how to rent equipment.

## **AS.061.159.01**

### **Lights, Camera, Action: Hitchcock**

**Lucy Bucknell, Linda DeLibero**

Overall quality of this course: 4.63

### **Summary:**

The best aspects of this course include the interesting films, engaging discussion, and well-structured lessons. Some students felt that the class was too long and too late at night. There were also concerns about participation in discussions. Suggestions for improvements included encouraging more discussion among all of the students, offering the class at a different time, and offering a two-credit version of the class. Prospective students should be aware that this is a pass/fail class based on four short writing assignments and attendance.

## **AS.061.205.01**

### **Introduction to Dramatic Writing: Film**

**Roger Wolfson**

Overall quality of this course: 3.62

### **Summary:**

The best aspects of this course included the small workshop groups and the professor being an industry professional. Most students agreed that the professor having to skype into the class was not ideal and impeded the learning process. Many felt that they didn't learn much of value, as the class revolved more around coming up with script ideas rather than actually writing them. The idea of completing an entire pilot was compelling, but over-ambitious for first time writers. Some students were put off by the professor asking them to be so vulnerable and personal with their stories. Suggestions for improvement included having the professor be physically present in the classroom, more actual exercises in

screenwriting, and more concrete expectations for graded assignments. Prospective students should expect a uniquely structured course and be comfortable with writing and sharing their work.

**AS.061.211.01**

**Intermediate Film Production: First Person/Third Person Essay Film**

**John Mann**

Overall quality of the course: 4.71

Summary:

The best aspects of this course included the caring, engaging professor and opportunities for workshops and class discussions. Some students felt that they didn't get enough practice shooting on film before the final project. Suggestions for improvements included more time to practice shooting and editing in class, adding in some smaller practice assignments, and watching more personal essays for inspiration. Prospective students should know that the class consists of making a single final film, and they are encouraged to be creative and work outside of their comfort zones.

**AS.061.226.01**

**Special Topics: Writing About Film**

**Laura Mason**

Overall quality of the course: 4.86

Summary:

The best aspects of this course included the engaging workshop environment, thoughtful discussions, and encouraging professor. Some students felt that the essays were spaced too close together. Suggestions for improvements included doing fewer presentations at the end of the semester and replacing them with readings. Prospective students are encouraged to do the readings, and will learn a lot about improving their writing and analyzing films.

**AS.061.341.01**

**The Wilderness Within and Without**

**Lucy Bucknell**

Overall quality of the course: 3.92

Summary:

The best aspects of this course included the interesting screenings, passionate professor, and solid constructive criticism. Some students felt that the final paper prompt was a bit ambiguous, and that the

grading could seem arbitrary. Most agreed that the discussions lacked student participation. Suggestions for improvements included asking questions to foster participation in discussion, clearer prompts and grading expectations, and reading more actual film theory. Prospective students are encouraged to do the readings and not be afraid to participate in class discussions.

**AS.061.352.01**

**Media Workshop**

**Matthew Portereld, Meredith Ward**

Overall quality of this course: 4.18

Summary:

The best aspects of this course included the combination of theory and production and thoughtful, constructive feedback from professors. However, some students felt that the feedback from other students was too validating and didn't focus enough on how to improve each piece—more like a list of empty compliments than a true critique. Additionally, the prompts for graded assignments were unclear and not enough time was allotted to complete them. Suggestions for improvements included encouraging stronger critique sessions with more true criticism than praise, clearer expectations for graded assignments, and having fewer assignments in order to properly focus on each one. Prospective students should expect a large time commitment outside of class to complete the projects and more reading and discussion than a typical production course.

**AS.061.361.01**

**Documentary Film Theory**

**John Mann**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the class discussions, insightful readings, and welcoming professor. Some students felt that the class could be a bit more organized. Suggestions for improvements included a more reliable syllabus and having more discussion of the films assigned. Prospective students should be prepared to participate thoughtfully. Having a background in film is very beneficial but not completely necessary.

**AS.061.373.01**

**Intermediate Dramatic Writing: Film**

**Roberto Buso-garcia**

Overall quality of this course: 4.33

This class had 5 or fewer comments.

**AS.061.405.01**

**Deep Listening: Sound Studies in Film and Media**

**Meredith Ward**

Overall quality of this course: 4.75

**Summary:**

The best aspects of this course included the kind professor, interesting content, and lively class discussions. However, some students felt that the class discussions could sometimes take over and bleed into the lecture time. Additionally, the class was reading-heavy and work intensive at times. Suggestions for improvements included reigning in class discussions so that they don't go over their allotted time, and making sure to get to the lecture. Prospective students should expect a fascinating course that is more an exploration of sound than film.

**AS.061.406.01**

**Animating Cartoons**

**Karen Yasinsky**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

**AS.061.421.01**

**History and Film**

**Laure Mason**

Overall quality of this course: 4.46

**Summary:**

The best aspects of this course included the dedicated professor, well-facilitated discussions, and organized lessons. Many students agreed that the course description for the class was misleading, and failed to mention that it is exclusively about the German Occupation of France. Some wanted to focus more on the general historical narrative as well. Suggestions for improvements included offering more constructive criticism and adding in more short papers so students can get a feel for their progress in the course. It was also strongly suggested that the course description and name of the course be changed to

better reflect its actual content. Prospective students should be prepared to do the readings, and know that the class mainly focuses on Vichy France.

## **GERMAN AND ROMANCE LANGUAGES & LITERATURES**

### **AS.210.101.01-03.FA16**

#### **French Elements I**

**Claude Guillemard**

Overall quality of the class: 4.87

#### Summary:

The best aspects of the course were the small class size, interaction, and engaging professor. The worst aspects of the course were the Connect quizzes, the amount of homework, and that the homework problems did not always match up with what students were expected to know. Suggested improvements included cutting out some homework questions, fewer online quizzes, and providing more practice materials. Future students should know this is a well-structured course that is great for beginners and makes sure students feel supported.

### **AS.210.103.01.FA16**

#### **Learner Managed French Elements I**

**Bruce Anderson**

Overall quality of the class: 4.50

#### Summary:

The best aspects of the course were the structure and pacing. The worst aspects of the course were the lack of opportunities to speak French in class, graded work being returned too slowly, and technical difficulties with the French Connect site. Suggested improvements included more practice speaking, a physical textbook, and putting more emphasis on writing skills. Future students are encouraged to complete all assignments on time and study diligently for exams. Some prior French is helpful for this course.

### **AS.210.111.01.FA16**

#### **Spanish Elements I**

**Ryan Hill**

Overall quality of the class: 4.31

#### Summary:

The best aspects of the course were the patient, engaging professor, and the structured approach. The worst aspects of the course were the fast pace, the amount of material covered, and the difficult grammar concepts. Suggested improvements included facilitating more conversation during class, learning different verb tenses, and providing more listening sections. Future students should know this is a good introductory class, and that it is necessary to review and practice outside of class.

**AS.210.111.02-04.FA16**

**Spanish Elements I**

**Michelle Tracy**

Overall quality of the class: 4.63

Summary:

The best aspects of the course were the enthusiastic professor and the in-class participation. The worst aspects of the course were the readings, the oral presentations, and fast pace. Suggested improvements included having more appealing presentation topics, focusing more on grammar, and providing more speaking practice. Some students suggested orienting the lessons more toward beginners as well. Future students should know this is a fairly easy course with a manageable workload.

**AS.210.112.01.FA16**

**Spanish Elements II**

**Alfredo Cumerma**

Overall quality of the class: 4.36

Summary:

The best aspects of the course were the animations in the book, small classroom environment, passionate professor, and positive feedback. The worst aspects of the course were the oral presentations, group projects, and the inconsistent workload. Suggested improvements include spending more time going over certain concepts such as grammar, more time spent speaking through repetition and conversation, and more written activities. Students also suggested reorganizing the workload, and ensuring that students are at fairly even levels before placing them into groups. Future students should be prepared to speak only in Spanish during class.

**AS.210.112.02.FA16**

**Spanish Elements II**

**Mary Speer**

Overall quality of the class: 3.47

Summary:

The best aspects of the course were the variety of activities during lessons, and exposure to Spanish grammar. The worst aspects of the course were the disorganization and lack of structure, as well as suboptimal exam conditions. Suggested improvements included more opportunities to speak and read Spanish, more feedback on assignments, and creating better exam conditions. Having more evenly spaced out assignments was also suggested. Future students should know that classes are taught by graduate students, and are encouraged to study frequently outside of class. They should be prepared for several assignments with close due dates, and know that a strong knowledge of Spanish Elements I is required.

**AS.210.112.03.FA16**

**Spanish Elements II**  
**Liliana Galindo Orrego**

Overall quality of the class: 4.13

Summary:

The best aspects of the course were the balanced focus on grammar, literature, and film while learning about Spanish culture. The workload and variety of assignments was also balanced. The worst aspects of the course were the VHL supersite assignments, as well as the variety of levels of Spanish speaking ability among the students. Suggested improvements included practice exams and quizzes online, more participation and conversation, and using more English instruction to solidify understanding of Spanish words and concepts. Future students should know this course is taught entirely in Spanish, and that the workload is manageable.

**AS.210.112.04.FA16**  
**Spanish Elements II**  
**Eric Avila Ponce de Leon**

Overall quality of the class: 3.44

Summary:

The best aspects of the course were the small class size and engaging material. Students appreciated the knowledge they acquired about culture, history, and politics in Latin America. The worst aspects of the course were the lack of time spent on Spanish grammar and vocabulary. Students felt that while the cultural discussions were very interesting, they detracted from learning Spanish. Suggested improvements included more time practicing grammar, and adhering more closely to a structured syllabus. Future students should know that some knowledge of Spanish is helpful, and that studying and reading outside of class is crucial to succeeding.

**AS.210.151.02.FA16**  
**Italian Elements I**  
**Victoria Fanti**

Overall quality of the class: 4.77

Summary:

The best aspects of the course were the interactive learning environment that allowed for practicing conversational skills and working together on activities. The worst aspects of the course were the take-home writing assignments, the unbalanced workload, and lack of textbook. Suggested improvements included allowing students more time to speak Italian in class, and making Sentieri more aligned with the course. Future students should be sure to keep up with the homework and study for texts. This course is fast-paced and there is no assumed background.

**AS.210.151.04.FA16**  
**Italian Elements I**

**Chiara Girardi**

Overall quality of the class: 4.67

Summary:

The best aspects of the course were its engaging, holistic nature, and great professor. The worst aspects of the course were that the online homework and tests sometimes did not reflect the material learned in class, and the lack of clarity about expectations. Suggested improvements included more organization and communication between the program coordinator and instructors, as well as more projects and speaking tasks. Future students should know that no prior knowledge is needed, but experience with learning a language is helpful.

**AS.210.161.02.FA16**

**German Elements I**

**Maya Nitis**

Overall quality of the class: 4.00

Summary:

The best aspect of the course were the effective use of multiple learning techniques, as well as the class's frequent meetings which helped students keep up with the class. The worst aspects of the course were the pacing, disorganization, and difficult grammar. Students felt not enough time was spent on grammar earlier in the course. Suggested improvements included providing more opportunities to converse in German, more thoroughly explaining concepts and problems, and slower pacing overall. Future students should know that some prior knowledge of German is helpful, and that this course has a relatively heavy workload.

**AS.210.161.04.FA16**

**German Elements I**

**Deborah Mifflin**

Overall quality of the class: 4.70

Summary:

The best aspects of the course were the effective teaching method, small class size, and interactive environment. The worst aspects of the course were the online homework assignments, and the fast pace. Suggested improvements include making the online homework more user-friendly, and providing clearer instruction for activities. Future students are encouraged to keep up with the work and practice frequently. The course meets four times per week, so it is a significant time commitment.

**AS.210.177.01.FA16**

**Portuguese Elements I**

**Flavia De Azeredo Cerqueira**

Overall quality of the class: 4.86

Summary:

The best aspects of the course were the engaging professor, the fun dialogues and activities, and interesting lectures. The worst aspects of the course were the slow pace, minimal structure to learning grammar, and the mandatory tutor meetings. Suggested improvements include teaching more grammar, replacing SAM with some other type of homework, and having more reading assignments. Future students should know that no prior knowledge of Portuguese is required, but many students in the class may have a background in Spanish or Portuguese. This is an enjoyable course with a great instructor.

**AS.210.201.01**

**Intermediate French I**

**Benjamin Peak**

Overall quality of this course: 4.40

Summary:

The best aspects of this course included the enthusiastic professor and engaging teaching methods. Some students felt that they often had to teach themselves the vocabulary on their own time, and that there wasn't always enough time to go over all of it in class. Suggestions for improvement included providing a greater incorporation of vocabulary into class time, and focusing on how to correctly apply and pronounce each word. A stricter French-only policy during class was also suggested. Prospective students should have a general knowledge of French and be prepared to speak French in class.

**AS.210.201.02**

**Intermediate French I**

**Rebecca Loescher**

Overall quality of this course: 4.50

Summary:

The best aspects of this course included the engaging professor, frequent feedback, and variety of teaching methods. Some students felt that the workload was very heavy, and that they were expected to learn a lot on their own. Suggestions for improvement included better homework assignments that reinforce material learned in class rather than introducing it. More time to practice discussion and verbal skills was also suggested. Prospective students are expected to have a background in French and complete assignments weekly.

**AS.210.201.03**

**Intermediate French I**

**Eric Bulakites**

Overall quality of this course: 4.10

Summary:

The best aspects of this course included the small class size, interactive activities, and helpful professor. Many students agreed that the structure of the course was unhelpful, typical of many of the language courses at Hopkins. Students essentially had to teach themselves new material at home, while class functioned as more of a review. Additionally, course expectations could be unclear, and the grading inconsistent and arbitrary. Suggestions for improvement included introducing new material during class and then reviewing it at home instead of the other way around. More opportunities to apply the vocabulary and practice speech during class was also suggested. Prospective students should expect to do a lot of independent learning and have a basic knowledge of French.

**AS.210.201.04-05**

**Intermediate French I**

**Suzanne Roos**

Overall quality of this course: 4.83

Summary:

The best aspects of this course included the caring professor, engaging lessons, and variety of media used in class. Some students felt that the online assignments could be tedious, numerous, and not particularly helpful. Suggestions for improvement included integrating more readings and screenings into the course, particularly news broadcasts, as these were extremely helpful and interesting. Prospective students are encouraged to practice daily and know that this course is participation-based. Come to class ready to discuss in French.

**AS.210.201.06**

**Intermediate French I**

**Daniele Frescaroli**

Overall quality of this course: 4.00

Summary:

The best aspects of this course included the small class size, broad focus, and patient professor. Many students agreed that the structure of the course was unhelpful, typical of many of the language courses at Hopkins. Students essentially had to teach themselves new material at home, while class functioned as more of a review. Additionally, some found it to be too fast-paced with not enough explanation of topics in English. Suggestions for improvement included introducing new material during class and then reviewing it at home instead of the other way around. Allowing for English explanations in class and

teaching some more practical applications of French would also be beneficial. Prospective students should have a basic foundation in French, and know that there are frequent quizzes and assignments.

**AS.210.211.01, AS.210.211.02, and AS.210.211.06**

**Intermediate Spanish I**

**Julie Lirot**

Overall quality of this course: 4.22

Summary:

The best aspects of this course included the interactive lessons and helpful class discussions. Many students agreed that the course followed the textbook way too closely, and that students were expected to teach themselves from it at home. Additionally, there was too much emphasis placed on small details and responding to textbook questions, and not enough on how to effectively communicate in a practical manner. Suggestions for improvement included assigning less homework, which will allow for a greater focus on practicing in class rather than reviewing bookwork. Less emphasis on small grammatical mistakes and a reformatted exam would also be beneficial. Prospective students should expect a detail-oriented course that requires a basic knowledge of Spanish.

**AS.210.211.04**

**Intermediate Spanish I**

**Lauren Reynolds**

Overall quality of this course: 4.08

Summary:

The best aspects of this course included the organized syllabus and helpful professor. Many students agreed that the structure of the course was unhelpful, typical of many of the language courses at Hopkins. Students essentially had to teach themselves new material at home, while class functioned as more of a review. Additionally, the exam questions were weighted unevenly, and the MySpanishLab assignments were tedious and felt like busy work. Suggestions for improvement included teaching at a slower pace, assigning less busy work, and providing more time in class to practice vocabulary, writing, speaking, and listening. Prospective students are encouraged to stay on top of grammar and vocabulary.

**AS.210.211.05**

**Intermediate Spanish I**

**Barry Weingarten**

Overall quality of this course: 4.13

Summary:

The best aspects of this course included the class discussions, interactive activities, and opportunities to practice speaking and writing in class. Some students felt that the assignments were unevenly distributed, sometimes falling on a single due date. Additionally, there was not much feedback provided on work, and the professor could sometimes be harsh towards students when they made a mistake. Suggestions for improvement included spacing out the homework more evenly, less online submissions and more discussion of topics in class, and more time for un-graded conversational Spanish. Replacing MySpanishLab with something more well-designed and relevant would also be beneficial. Prospective students should expect to do a good amount of speaking and oral presentations in front of the class.

**AS.210.212.01, AS.210.212.04, and AS.210.212.05**

**Intermediate Spanish II**

**Julio López Raja**

Overall quality of this course: 4.38

Summary:

The best aspects of this course included the great class environment and effective professor. Many students agreed that both MySpanishLab and the textbook were ineffective, expensive, and tedious. The assignments from them felt like busy work and were unevenly distributed throughout the semester. Additionally, the structure of the course was extremely limiting, focusing too much on grammar and not enough on practical speaking practice. Suggestions for improvement included providing more opportunities to practice conversational speaking in class, spacing out assignments more evenly, and a cheaper, more effective textbook and online system. Prospective students should be familiar with most of the basic grammar tenses, and are encouraged to participate in class.

**AS.210.212.02 and AS.210.212.03**

**Intermediate Spanish II**

**Barry Weingarten**

Overall quality of this course: 4.14

Summary:

The best aspects of this course included the knowledgeable professor and in-class conversations. Some students felt that the instructor could be intimidating, discouraging class participation. Additionally, the tests were long and the course overall required a lot of independent learning. Suggestions for improvement included providing clearer feedback on essays, more test prep, shorter tests, and more time to discuss grammar in class. The professor being a bit more understanding and patient with

students would also be beneficial. Prospective students are encouraged to keep up with the homework and be prepared to learn independently.

**AS.210.251.01**

**Intermediate Italian I**

**Beatrice Variolo**

Overall quality of this course: 4.00

Summary:

The best aspects of this course included the exploration of Italian culture, the helpful instructor, and small class size. Some students felt that the professor could be unclear when teaching new grammar concepts, relying too much on context. Additionally, the textbook explained everything in Italian with no English, making it challenging to understand instructions and key concepts. Suggestions for improvement included a more practical textbook, more evenly distributing the workload, practicing grammar from sources other than the textbook, and some short writing assignments to prepare for those on the exams. Prospective students should expect an enjoyable course that requires a good amount of class participation.

**AS.210.251.02**

**Intermediate Italian I**

**Leonardo Proietti**

Overall quality of this course: 4.20

This class had 5 or fewer comments.

**AS.210.261.02-03**

**Intermediate German I**

**Heidi Wheeler**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the enthusiastic professor, immersion in the classroom, and learning German in the context of current global issues. Some students felt that the course could be a bit disorganized, with work returned late and not enough time spent on grammar before quizzes. Additionally, many had complaints about Connect being difficult to work with. Suggestions for improvement included more specific and timely feedback, the removal of Connect, and more grammar

reviews. Prospective students should have a grasp of basic German and are encouraged to speak up in class.

**AS.210.261.04**

**Intermediate German I**

**Jan Wahner**

Overall quality of this course: 4.25

Summary:

The best aspects of this course included the helpful professor and engaging material. Many students agreed that the Connect assignments were superfluous, too specific, and full of technical difficulties. Suggestions for improvement included replacing Connect with something like LearnSmart or removing it entirely. More grammar practice and review and more class-wide discussions would also be beneficial. Prospective students should expect a light workload but heavy memorization.

**AS.210.301.01-02**

**Advanced French I: Achieving Accuracy**

**Gabriel Briex**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the enjoyable professor and helpful grammar exercises. Some students felt that the rubrics for assignments could be unclear, and that due dates sometimes overlapped. Additionally, there were varied levels of proficiency among the students, and the attendance policy was overly strict (marking a student off for being 5 minutes late). Suggestions for improvement included spacing out due dates, giving students periodic updates on their grades, and some sort of review to get everyone on the same level. Prospective students should be prepared to participate in class and exercise their French listening and speaking skills.

**AS.210.301.03**

**Advanced French I: Achieving Accuracy**

**Kathryn Haklin**

Overall quality of this course: 4.87

Summary:

The best aspects of this course included the organized professor and opportunities to improve grammar and writing skills. Some students felt that the grading was unclear and subjective, and that there weren't

enough opportunities in class to practice speaking in French. Suggestions for improvement included more clear and objective grading, as well as more time in class spent on discussion, speaking, and interactive activities. Prospective students should expect an enjoyable course that greatly improves their French writing and grammar skills.

**AS.210.301.04**

**Advanced French I: Achieving Accuracy**

**Bruce Anderson**

Overall quality of this course: 4.00

Summary:

The best aspects of this course included helpful group discussion and the enthusiastic professor. Most students agreed that the professor's feedback on essays was often untimely or nonexistent, making it difficult for students to improve upon their writing for subsequent writing assignments. Suggestions for improvement included providing more timely and specific feedback on writing assignments so that students can properly improve their French grammar and writing skills. Prospective students are expected to be comfortable writing papers in French.

**AS.210.302.02**

**Advanced French II: Reaching Fluency**

**Ana Delia Rogobete**

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the interactive lessons and helpful discussions. Some students felt that instructor feedback was inconsistent and untimely, and that due dates and expectations for assignments could be unclear. Suggestions for improvement included providing quicker feedback, clearer homework instructions, and more structure overall. More time for dialogues in class was also suggested, with small groups to foster participation. Prospective students should be confident in their spoken French and listening comprehension.

**AS.210.302.03**

**Advanced French II: Reaching Fluency**

**Ioana Cooper**

Overall quality of this course: 4.44

Summary:

The best aspects of this course included the small class size and enthusiastic professor. Some students felt that the course could be somewhat disorganized, the grammar packets too long, and the expectations unclear. Suggestions for improvement included fewer packets with clearer expectations and more in-class speaking practice. Prospective students should be prepared to speak French in class discussions.

**AS.210.302.04**

**Advanced French II: Reaching Fluency**

**April Wuensch**

Overall quality of this course: 4.71

Summary:

The best aspects of this course included the small class size, opportunities to practice speaking, and helpful feedback from the professor. Students agreed that feedback was sometimes late, making it difficult to improve for the next assessment. Suggestions for improvement included: providing timelier feedback, as well as handouts of rubrics for assignments. More practice of spontaneous, conversational French would also be beneficial. Prospective students should expect a great course for learning to use French more practically and have strong speaking and writing skills.

**AS.210.311.01, AS.210.311.04, and AS.210.311.05**

**Advanced Spanish I**

**Sergio Ruiz-Perez**

Overall quality of this course: 4.10

Summary:

The best aspects of this course included the interactive atmosphere and interesting class discussions. Some students felt that the grading could be subjective, the course too structured, and the feedback on assignments not always effective or consistent. Additionally, some instructions for assignments were very ambiguous. Suggestions for improvement included giving the professor more control over mapping out the class, and a more transparent grading system. A greater focus on context and conversation rather than memorization would also be beneficial. Prospective students should have a strong grasp of basic Spanish grammar and be prepared to speak in class.

**AS.210.311.02 and AS.210.311.03**

**Advanced Spanish I**

**Aranzazu Hubbard**

Overall quality of this course: 4.37

Summary:

The best aspects of this course included the inclusive conversations, helpful professor, and variety of assignments. Some students felt that the feedback they received on assignments was vague and difficult to comprehend. Additionally, lessons followed the textbook too closely and less proficient classmates often resorted to English during class. Suggestions for improvement included providing more written feedback on compositions, explaining important concepts more slowly, and going over the answers to Blackboard posts in class. More strictly enforcing a Spanish-only policy during discussions would also be beneficial. Prospective students should expect to complete homework assignments due each class, and be prepared to converse in Spanish.

**AS.210.312.02, and AS.210.312.04**

**Advanced Spanish II**

**Naiara Martinez-Velez**

Overall quality of this course: 4.15

Summary:

The best aspects of this course included the well-structured syllabus, helpful professor, and strict Spanish-only policy during class. Some students felt that there was too much busy work, and that the grading was too harsh. Suggestions for improvement included less busy work and a greater emphasis on assignments that actually improve skills. More opportunities to practice speaking and writing skills and a more transparent grading system were also suggested. Prospective students should have a solid foundation in Spanish, particularly grammar and verb tenses, and be ready to participate and speak in class.

**AS.210.312.03**

**Advanced Spanish II**

**Sergio Ruiz-Perez**

Overall quality of this course: 3.40

Summary:

The best aspects of this course included the interesting discussions, exposure to Spanish culture, and well-organized lessons. Some students felt that the rigid structure of the course left little room for creative speaking and organic discussions. The workbook problems felt more like busy work and only served to reinforce memorization. Additionally, the professor was not always very understanding. Suggestions for improvement included providing more feedback on writing assignments, and more understanding on the professor's part about mistakes and outside commitments. More casual and less-

structured discussions were also suggested. Prospective students should expect a very structured course that focuses mainly on Spanish grammar.

**AS.210.313.01 and AS.210.313.02**

**Medical Spanish**

**Naiara Marnez-Velez**

Overall quality of this course: 3.96

**Summary:**

The best aspects of this course included the useful class discussions and well-organized lessons. Many students agreed that the grading was unnecessarily harsh, particularly on pronunciation and grammar, making students unwilling to speak up in class. Additionally, native speakers were given an advantage, and became the unfair standard against which everyone else was judged. Some also felt that they essentially had to teach themselves grammar from the homework packets rather than learning in class. Suggestions for improvement included more clear rubrics and lenient grading, less pressure for non-native students to measure up to their native peers, and more teaching of concepts in class. Prospective students should expect a very challenging, grammar-based course and should already have a fairly strong background in Spanish. Recommended for pre-med students looking to improve their Spanish.

**AS.210.313.03**

**Medical Spanish**

**Julio López Raja**

Overall quality of this course: 4.57

**Summary:**

The best aspects of this course included the useful and practical topics and engaging material. Some students felt that the workload was heavy and unevenly distributed, and that the grading was strict. Suggestions for improvement included reducing the workload, spreading assignments out more evenly, and more lenient grading. Prospective students should know that this course requires a large time commitment outside of class, and that they must have a solid background in Spanish.

**AS.210.314.01**

**Spanish for International Commerce**

**Aranzazu Hubbard**

Overall quality of this course: 4.86

Summary:

The best aspects of this course included the enthusiastic professor, great feedback, and relevant topics. Some students felt that the online assignments were graded harshly and not always very helpful or effective. Suggestions for improvement included a less rigid syllabus and assignments with more questions weighted in a different way. Prospective students should expect a useful course that requires a good amount of vocabulary memorization.

**AS.210.316.01**

**Conversational Spanish**

**Maria Del Rosario Ramos**

Overall quality of this course: 4.57

This class had 5 or fewer comments.

**AS.210.317.01**

**Adv Spanish Composition**

**Loreto Sanchez**

Overall quality of this course: 4.83

Summary:

The best aspects of this course included the engaging professor, small class size and writing practice. Many students agreed that the textbook was tedious and difficult to get through. Additionally, the material covered on exams did not always match what was emphasized in class, and grades sometimes seemed very subjective. Suggestions for improvement included choosing a better textbook, clearer grading expectations, and practice exams. Prospective students should be prepared to write extensively in Spanish.

**AS.210.351.01**

**Advanced Italian I**

**Francesco Brenna**

Overall quality of this course: 4.40

Summary:

The best aspects of this course included the helpful class discussions and encouraging professor. Many students agreed that not reviewing grammar until the end of each unit was disorienting and unhelpful. Additionally, assignments were often unevenly spaced. Suggestions for improvement

included restructuring the course to allow for continuous grammar review, particularly before having to apply grammatical concepts. More conversational practice and interactive in-class activities were also suggested. Prospective students should expect a writing-intensive course that will help to establish fluency.

**AS.210.361.02**

**Advanced German I: Cultural Topics of the Modern German-speaking World**

**James Pelcher**

Overall quality of this course: 3.60

This class had 5 or fewer comments.

**AS.210.361.03**

**Advanced German I: Cultural Topics of the Modern German-speaking World**

**Deborah Mifflin**

Overall quality of this course: 4.38

Summary:

The best aspects of this course included the helpful professor, well-structured lessons, and detailed feedback on writing assignments. Some students felt that the homework could be difficult and unclear. Suggestions for improvement included clearer explanations of grammatical concepts, fewer components to cover overall, and more small group conversations to practice vocabulary. More understanding from the professor regarding students' mistakes was also suggested. Prospective students should expect a writing-intensive course and have a solid background in German.

**AS.210.391.01**

**Advanced Portuguese Language & Literature I**

**Vera Rodrigues**

Overall quality of this course: 4.78

Summary:

The best aspects of this course included the class discussions, interesting readings, and knowledgeable professor. Some students felt that the amount of writing assignments was heavy. Suggestions for improvement included lightening and redistributing the workload, doing more Portuguese literature, and more discussions of Portuguese culture. Prospective students should expect an enjoyable but writing-intensive course that requires a good amount of work.

**AS.210.409.01.FA16**  
**Le monde francophone**  
**Bruce Anderson**

Overall quality of the class: 4.50

Summary:

The best aspects of the course were the well-structured lessons and engaging, effective professor. Additionally, students enjoyed the variety of multimedia presentations, as well as the material's relevance to current events. The worst aspects of the course were the lack of opportunities to speak in class, the lack of feedback, and the lack of depth on some of the topics due to time constraints. Suggested improvements included incorporating more speaking opportunities, providing more feedback, and better spacing out assignments. Covering topics with less breadth and more depth was also suggested. Future students should know that this is a fun course, and should be accustomed to both speaking and writing in French.

**AS.210.411.01-02.FA16**  
**Translation for the Professions**  
**Maria Del Rosario Ramos**

Overall quality of the class: 4.68

Summary:

The best aspects of the course included the excellent, enthusiastic professor, helpful feedback, and the focus on grammar and translation. The interesting class discussions and opportunity to translate a book of choice from English to Spanish were also appreciated. The worst aspects of the course were the VHL assignments, and feedback that could be slow. Suggested improvements included more discussions on the students' translations, a different homework site, and more instruction on the final project early on. More flexibility on VHL answers and more discussion of grammar topics would also be beneficial. Future students should know this course requires a solid understanding of Spanish grammar, as well as weekly papers.

**AS.210.412.01.FA16**  
**Community Based Learning – Spanish Language Practicum**  
**Loreto Sanchez**

Overall quality of the class: 4.43

Summary:

The best aspects of this course were the chances to volunteer and apply learned Spanish skills in the surrounding community. The worst aspects of the course were the long final paper and the required hour. Suggested improvements included shortening the final paper. Future students should know that this course requires a lot of writing, but the practicum experience is rewarding. Students should choose a placement that interests them, and be aware that the class does not meet weekly.

**AS.210.417.01.FA16**  
**Eloquent French**  
**Kristin Cook-Gailloud**

Overall quality of the class: 4.73

Summary:

The best aspects of the course were the engaging, passionate professor, and the interactive environment that included a variety of activities and field trips. Students also felt that the worksheets with all of the expressions were useful for academic writing. The worst aspect of the course was the sense of disorganization. Suggested improvements included providing more structure and organization, especially regarding the syllabus. Future students should know that a good grasp of French is necessary, and that it is important to stay organized to succeed in this class.

**AS.211.238.01.FA16**  
**Made in Italy: Italian Style in Context**  
**Leonardo Proietti; Alessandro Zannirato**

Overall quality of the class: 4.19

Summary:

The best aspects of the course were the passionate professor and engaging topics. The worst aspects of the course included a lack of structure and discussion. Additionally, it was difficult to go into depth with the material due to the short class time. Suggested improvements included more organization and structure, as well as more interaction in the form of discussions and field trips. Future students should know this that course is enjoyable, and that no background in fashion is necessary.

**AS.211.248.01-02.FA16**  
**Eataly: an exploration of Italian food cultures**  
**Leonardo Proietti; Alessandro Zannirato**

Overall quality of the class: 3.75

Summary:

The best aspects of this course included the unique, interesting topics, engaging professors, and good use of mixed media. The worst aspects of the course were the unclear grading and heavy workload. This included a final project and a take-home final, which many felt was too much for a one-credit course. Suggested improvements included eating or cooking food, field trips to Little Italy in Baltimore, guest lecturers, and facilitating better engagement during class discussion. In addition, students suggested having small assignments every week rather than a large take-home final. Future students should know that this is an enjoyable and rewarding one-credit course which will help them to think about food in new ways.

**AS.211.258.01-02.FA16**  
**Italy Off the Beaten Path**  
**Leonardo Proietti; Alessandro Zannirato**

Overall quality of the class: 4.27

Summary:

The best aspects of the course included the passionate instructors, interesting material, field trip, and experiential portion of the class. The worst aspects of the course were the organization, lack of grades until the end of the semester, and the fact that the course only met once per week. Students suggested providing more activities to engage with the material, as well as more field trips, movies about Italy, and discussion and exercises in class. Future students should know that this is a fun and unique course. It is relatively easy, but the workload is concentrated toward the end of the semester.

**AS.211.265.01.FA16**

**Panorama of German Thought**

**Peter Jelavich**

Overall quality of the class: 4.50

Summary:

The best aspects of the course were the diverse texts, engaging professor, and class discussions. The worst aspects of the class were the occasionally heavy readings, and essay prompts being handed out the week before they were due. Suggested improvements included holding class in a location other than the Smokler Center, and covering fewer readings and philosophers. This would allow for more in-depth discussions of the material. Future students are encouraged to do the readings in order to discuss them in class. This is a challenging and fascinating course that is recommend to all students.

**AS.211.363.01**

**The Italian-American Experience: From the Margins to the Mainstream**

**Alyssa Falcone**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the great classroom environment, discussion-based classes, and knowledgeable professor. Some students felt that the readings could be long. Suggestions for improvement included a little less reading and a little more interactive, in-class activities. Prospective students should be ready to participate in class discussions. This course is highly recommended to Italian-Americans, but still enjoyable for all people regardless of heritage.

**AS.211.366.01**

**Cuisine and Culture in Latin American Film**

**Julie Lirot**

Overall quality of this course: 4.57

Summary:

The best aspects of this course included the passionate professor, insightful discussions, and interesting films. There wasn't much of a consensus on the course's worst aspects. Suggestions for improvement included having a mandatory screening section built into the class, and providing reminders about upcoming deadlines. Prospective students should expect to analyze Latin cinema in-depth. Being proficient in Spanish is a major plus.

**AS.211.380.01**

**Modern Latin American Culture**

**Ian Rogers**

Overall quality of this course: 4.46

Summary:

The best aspects of this course included the engaging discussions, passionate professor, and well-structured lessons. Some students felt that some of the terminology and material was difficult to grasp and felt more like a graduate course. Additionally, the class was not taught in Spanish despite it being advertised as such. Suggestions for improvement included putting a greater emphasis on speaking and writing in Spanish, and including more small graded assignments throughout the semester. Prospective students should expect a fascinating and challenging course that requires no Spanish language skills despite the course description.

**AS.211.390.01**

**Modern Spanish Culture**

**Christian Pack**

Overall quality of this course: 4.00

Summary:

The best aspects of this course included the engaging professor and interesting perspectives. Some students felt that the textbook was outdated and disorganized, and that there was too much focus on history rather than culture. Additionally, the information provided by the professor regarding Spanish culture could at times be judgmental and not very insightful. Suggestions for improvement included adding in more interactive and discussion-based activities, a better textbook, and more relevant, modern examples of Spanish music, art, and cinema. Prospective students should be prepared to read and write extensively in Spanish, and know that the course is more history-based than advertised.

**AS.211.394.01-02**

**Brazilian Culture & Civilization**

**Flavia De Azeredo Cerqueira**

Overall quality of this course: 4.56

Summary:

The best aspects of this course included the interactive professor, manageable workload, and interesting material. Some students felt that the quizzes were too frequent and specific, and the grading system unclear and harsh. Suggestions for improvement included clearly outlining expectations for homework and quizzes, and making quiz questions more open ended, using them to reinforce concepts rather than minute details. Prospective students should be prepared to do the readings and be quizzed on them weekly. Overall this is a very interesting and enjoyable class.

**AS.211.401.01-02**

**La France Contemporaine I**

**April Wuensch**

Overall quality of this course: 4.20

Summary:

The best aspects of this course included the interesting class discussions, moderate workload, and passionate professor. Some students felt that the syllabus was unorganized, and the feedback on assignments lacking and delayed. Suggestions for improvement included a more structured syllabus, more timely feedback on assignments, and using Blackboard to update the syllabus and post lecture slides. Prospective students must know French fairly well before enrolling. This course is highly recommended to those interested in French language and culture.

**AS.212.170.01.FA16**

**Freshman Seminar: Writing the Great War: French Literature and World War I**

**Cecilia Benaglia**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the engaging discussions, feedback on essays, and wide array of readings covered. The worst aspects of the course were some dense texts, lack of clarity on the objectives of some assignments, and having to read lengthy PDFs. Suggested improvements included examining other media such as movies and art, having more variety in texts, and providing regular grade updates. More debate and in-depth discussion would also be beneficial. Future students should be prepared for a reading-heavy and discussion-based course. Students should have an interest in World War I and French literature.

**AS.212.333.01.FA16**

**Introduction à la littérature française**

**Sara Miglietti**

Overall quality of the class: 4.80

Summary:

The best aspects of the course were the supportive learning environment and the interesting variety of readings. Students also appreciated the visits to special collections, helpful feedback, group projects, and debates. The worst aspects of the course were the heavy readings and technical difficulties that affected PowerPoint use during class. Suggested improvements included a different classroom with reliable technology, holding class three times per week, and having more videos or a field trip. Reviewing the readings before analyzing them would also be beneficial. Future students should be prepared to read extensively, and should have a good grasp of French.

**AS.212.340.01.FA16**

**Topics in French Cinema: Immigration, identité, différence culturelle**

**Suzanne Roos**

Overall quality of the class: 4.69

Summary:

The best aspects of the course were the caring professor, class discussions, and selection of films. The worst aspects of the course were the workload, the time commitment to watching films each week, and the lack of class time spent on vocabulary and grammar. Suggested improvements included more emphasis on vocabulary, and providing more time for discussion. Some students felt that the course's structure was lost when more student presentations took place near the end of the semester. Future students should have strong knowledge of French, and be aware that this course requires giving presentations.

**AS.212.432.01.FA16**

**The Dreyfus Affair: Lying for Truth**

**Kristin Cook-Gailloud**

Overall quality of the class: 4.40

Summary:

The best aspects of the course were the engaging and caring professor, fun class discussions, and trips to the Special Collections. The worst aspects of the course were the lack of clarity and overall disorganization. Suggested improvements included a more structured syllabus, earlier visits to the Special Collections, more feedback, and more background information about the affair at the beginning of the course. Future students should know this is a fascinating, adventurous course with a great professor. It is recommended that students take Eloquent French prior to this course.

**AS.212.442.01.FA16**

**Souvenirs de la France occupée 1940-1944 [Memories of Occupied France, 1940-1944]**

**Derek Schilling**

Overall quality of the class: 4.60

**Summary:**

The best aspects of the course were the professor's expertise, the variety of topics covered, and the well-rounded experience with history, literature, film, pictures, and eye-witness testimonials. The worst aspects of the course included the heavy reading, large amount of material covered, and numerous films to be viewed outside of class. Students felt there was too much work each week. Suggested improvements included fewer movie assignments and different ways of engaging besides discussion. Future students should know that the reading and film selection is excellent. There is a heavy workload with three papers, a midterm, and final essay.

**AS.213.321.01.FA16**

**Bodies and Pleasures**

**Katrin Pahl**

Overall quality of the class: 3.81

**Summary:**

The best aspects of the course were the interesting readings, class discussions, and the contemporary case examples. The worst aspects of the course were the structure and facilitation of the discussions, some dense readings, and a lack of feedback and timely grades. Suggested improvements included a providing a more consistent discussion style, more analysis of the work, timelier grading, and brief backgrounds on some of the theoretical texts. Future students should know this course provides an engaging study of the intersection of gender studies, philosophy, and literature to examine the evolution of pleasure throughout the Western world. Some background in English, literature, or gender studies is helpful.

**AS.213.354.01.FA16**

**Introduction to German Poetry**

**Rochelle Tobias**

Overall quality of the class: 4.36

**Summary:**

The best aspects of this course included the in-depth discussions of poems and thorough exposure to many different German poets and styles. The worst aspects of the course were the difficulty of the poems, unclear essay prompts, and unclear grading. Suggested improvements included beginning the course with two philosophical readings, posting grades for all assignments, providing clearer essay feedback, and adding some contemporary German poets. Future students should have a good command of German. Students may encounter many words that are antiquated or not used in everyday speech.

**AS.214.125.01.FA16**

**Freshman Seminar: Dangerous Liaisons: Words and Music Through the Ages**  
**Eugenio Refini**

Overall quality of the class: 4.70

Summary:

The best aspects of the course included the variety of musical genres, engaging professor, and interactive lessons. Students especially appreciated the field trips, videos, and recordings. The worst aspects of the course were the lack of depth on certain topics, and readings that could be difficult. Suggested improvements included longer times for field trips, more focus on current music, and incorporating a group project or more interactive assignments. Future students should be aware that this course involves a lot of opera and classical music, and that no background is required.

**AS.214.176.01.FA16**

**Freshman Seminar: Warrior Women from Ancient Times to Game of Thrones**  
**Janet Gomez**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the content, group discussions, and students' ability to choose final paper topics. The worst aspect of the course was the lengthy, dense readings. Suggested improvements included shorter readings, more timely feedback, and more focus on modern warrior women. Future students should know this course requires a lot of reading. Those with an interest in history and women, gender studies, Italian literature and pop culture will enjoy this course.

**AS.214.437.01.FA16**

**The Intellectual World of the Italian Renaissance**  
**Christopher Celenza**

Overall quality of the class: 4.70

Summary:

The best aspects of this course included the fascinating content, passionate, engaging professor, and discussions. The worst aspects of the course were the weekly comments, and facilitation during discussions. Suggested improvements included more focus on historical context, clearer logic of the course progression early on, more lectures, and fewer student presentations. Future students should have an interest or background knowledge of Renaissance Italy. Both the course and professor are highly recommended.

**AS.214.477.01.FA16**

**Magic, Marvel, and Monstrosity in the Renaissance**  
**Walter Stephens**

Overall quality of the class: 4.63

Summary:

The best aspects of the course included the interesting content, breadth of materials covered, and knowledgeable professor. The worst aspects of the course were the long readings and uncertainty around grading. Suggested improvements included smaller projects earlier in the semester, providing introductions and themes of the texts before reading, and having class three times per week instead of two. Future students should know that there is a lot of reading and no background is required.

**AS.215.207.01.FA16**

**Freshman Seminar: Comics & Short Stories in Latin America**

**Christopher Ray**

Overall quality of the class: 5.00

Summary:

The best aspects of this course were the intellectually stimulating content that linked philosophy with comics. Students also appreciated the short stories and music videos, the emphasis on personal growth, and class discussions. The worst aspect of the course was that the assignments and general announcements were mostly done via email. Suggested improvements included time for students to briefly describe their final papers or personal research, and more use of Blackboard to keep everything together. Future students should know this course is highly recommended, and will challenge one's thought processes. The prompts for the essays are open-ended, and a basic understanding of Spanish is beneficial.

**AS.215.231.01.FA16**

**Introduction to Literature in Spanish**

**Francisco Gomez Martos**

Overall quality of the class: 4.86

Summary:

The best aspects of the course were the engaging professor and discussions, as well as the comfortable environment which allowed students to practice their Spanish skills. The worst aspects of the course were the inconsistent distribution of work and readings that could be difficult. Suggested improvements included adding more modern literature and adjusting the schedule of works covered. Future students should know that being completely fluent in Spanish is not necessary to do well. The small, comfortable class environment will support students of all levels in developing their speaking skills.

**AS.215.231.02.FA16**

**Introduction to Literature in Spanish**

**Matteo Cantarello**

Overall quality of the class: 4.56

Summary:

The best aspects of the course were the rigorous introduction to literature, the engaging professor, and good small-group discussions. The worst aspects of the course included the heavy reading and writing. Suggested improvements included having shorter readings, two-week units instead of one, and providing more in-depth analysis. Covering works by Mario Vargas Llosa and designating the course as writing intensive were also suggested. Future students should know this course requires a lot of reading and active participation. A high level of Spanish is required for both reading and writing, and some knowledge of Spanish or Latin American culture is helpful.

**AS.215.253.01.FA16**

**Borges on Islam, Judaism, and Christianity**

**Maria Ruhlmann**

Overall quality of the class: 4.80

Summary:

The best aspects of the course included the engaging discussions and small class size, which allowed the information to be tailored to each student. The worst aspects of the course were the syllabus changes that created confusion at times. Suggested improvements included better overall organization and adding in more movies. Future students should know this course goes more smoothly if they can read Spanish fluently. Taking introduction to Spanish Literature beforehand would be helpful.

**AS.215.337.01.FA16**

**Teatro Espanol del Siglo del Oro**

**Harry Sieber**

Overall quality of the class: 4.20

Summary:

The best aspects of the course were the engaging professor, interesting material, and open-ended paper topics. Students also appreciated the discussions that centered around reading a play. The worst aspects of the course included the lack of discussion and interaction during class and unclear expectations for assignments. Suggested improvements included providing more guidance on papers, as well as more interaction and discussion. Future students should have a strong background in Spanish. Analytical reading and participation are required.

**AS.215.477.01.FA16**

**La Habana Miami: One World and Two Cities**

**Eduardo Gonzalez**

Overall quality of the class: 4.09

Summary:

The best aspects of the course included the interesting material and engaging, knowledgeable professor. The worst aspects of the course included the unstructured syllabus and lack of grades given throughout the semester. Suggested improvements included providing a more detailed, organized syllabus, and

giving more feedback on graded assignments. Future students should know that the workload is not too heavy. This course requires a certain mastery of Spanish.

**AS.381.101.01**

**First Year Hindi I**

**Uma Saini**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the well-paced lessons and opportunities to learn about both language and culture. Some students felt that the course was very difficult for those without prior knowledge of the language, and that students with cultural background had somewhat of an advantage. Suggestions for improvement included putting more emphasis on speaking than writing, and providing more opportunities to practice speaking in general. A slower pace and accommodations for students who don't speak Hindi at home was also suggested. Prospective students should expect to practice speaking and writing every day and be ready to speak in class.

**AS.381.201.01**

**Second Year Hindi I**

**Uma Saini**

Overall quality of this course: 4.60

Summary:

The best aspects of this course included the enthusiastic professor, small class size, and logical progression of course topics. Some students felt that the class was too reading and writing based and did not focus enough on speaking, and that there was some uncertainty about which homework exercises were mandatory and which were optional. Suggestions for improvement included more structure around homework and what will be tested, adding a Blackboard page to keep track of assignments, and more conversational speaking exercises. Prospective students should expect a class that works to build off of First Year Hindi. Students are encouraged to study a little bit at a time and know their tenses.

**HISTORY DEPARTMENT**

**AS.100.102.01, AS.100.102.02, and AS.100.102.04**

**The Medieval World**

**Gabrielle Spiegel**

Overall quality of this course: 4.10

Summary:

The best aspects of this course included the knowledgeable professor and section discussions. Some students felt that the lecture style could be unengaging, with the professor often reading straight from notes. Suggestions for improvement included making notes and lecture slides available on Blackboard, and providing more engaging lectures. Prospective students should expect to write weekly reading responses.

**AS.100.112.01-03**

**Making America: Mastery & Freedom, 1609-1789**

**Toby Ditz**

Overall quality of this course: 4.42

Summary:

The best aspects of this course included the relevant course material, engaging lectures, and enthusiastic professor. Some students felt that the course was a bit too reading-heavy, and that there wasn't always enough time in class to cover the course material. Suggestions for improvement included having more emphasis on discussion and providing outlines or PowerPoints to go along with lectures to make them more focused and specific. Prospective students should expect a straightforward and interesting course that requires heavy reading and detailed notetaking.

**AS.100.129.01-02**

**Introduction to Modern Jewish History**

**Kenneth Moss**

Overall quality of this course: 4.65

Summary:

The best aspects of this course included the engaging material, knowledgeable professor, and interesting lectures. Some students felt that the lectures could be hard to follow, the sections repetitive, and the reading load unnecessarily heavy. Suggestions for improvement included providing more interactive class activities, more specific lecture outlines with more diagrams, and less reading. Prospective students should expect a course that gives a good overview of modern Jewish History, and are encouraged to attend lectures and pay attention.

**AS.100.193.01**

**Undergraduate Seminar in History**

**William Rowe**

Overall quality of this course: 4.44

Summary:

The best aspects of this course included the engaging discussions and insightful professor. Some students felt that the reading load was unnecessarily heavy. Additionally, students' grades were unclear throughout the semester, and there weren't many grades overall. Suggestions for improvement included less and shorter readings, as well as more grading transparency and consistent guidelines and expectations for assignments. Prospective students should expect an extremely reading-intensive course, and are only encouraged to take it if they are a History major.

**AS.100.193.02**

**Undergraduate Seminar in History**

**Michael Kwass**

Overall quality of this course: 4.33

Summary:

The best aspects of this course included the discussion-based lessons, helpful feedback on research, and well-structured assignments. Some students felt that some of the assigned readings were dense and unnecessary. Suggestions for improvement included streamlining the reading list, keeping those that are more relevant to the research. More analysis of history and more practice identifying and assessing useful primary sources was also suggested. Prospective students should expect a reading and discussion-heavy course designed for History majors.

**AS.100.202.01**

**Conflict and Co-Existence: The Early Modern Mediterranean**

**Erin Rowe**

Overall quality of this course: 4.14

Summary:

The best aspects of this course included the engaging professor, interactive material, and great lectures. Some students felt that readings were too lengthy and the grading too harsh. Additionally, discussions could sometimes feel more like quizzes on the readings than free flowing dialogue. Suggestions for improvement included shorter readings that were more relevant to the lectures, more feedback on essays, a clearer grading system, and more structure overall. Prospective students should expect a fascinating course with no background required, and are encouraged to get a head start on the readings.

**AS.100.211.01**

**Freshman Seminar: American Slavery**  
**Philip Morgan**

Overall quality of this course: 4.13

Summary:

The best aspects of this course included the knowledgeable professor and in-depth discussions. Some students felt that the readings could be long and somewhat irrelevant. Additionally, expectations for writing assignments were often unclear and the grading was harsh. Suggestions for improvement included more reasonable reading assignments, more time for class discussion, assigning fewer mini-essays per week, and a more transparent grading system. Prospective students should be prepared to read and write extensively for this interesting course.

**AS.100.215.01**

**Freshman Seminar: US-USSR Cold War**  
**Jeffrey Brooks**

Overall quality of this course: 4.69

Summary:

The best aspects of this course included the passionate professor, interesting perspectives, and thought-provoking discussions. Some students felt that the framework for writing assignments was too specific, and the grading too strict. Additionally, the amount of reading and workload felt more appropriate for a 4 credit course. Suggestions for improvement included less emphasis on writing style and more on the curriculum; as well as more concrete expectations for written responses and more meaningful feedback. Prospective students should expect an interesting and reading-heavy class. They are encouraged to take advantage of the writing center for help on papers.

**AS.100.217.01**

**Freshman Seminar: Cities and Modern Life in Victorian Britain**  
**Katie Hindmarch-Watson**

Overall quality of this course: 4.50

Summary:

The best aspects of this course included the interactive discussions and interesting readings. Some students felt that the readings could be long and hard to digest. Additionally, lectures could be difficult to follow and the slides lacked text, making it difficult to take notes. Suggestions for improvement included providing more text or lecture notes, as well as more time for discussion, and

shorter, more focused readings. Prospective students should expect a difficult but rewarding course that requires a large amount of reading.

**AS.100.248.01-02**

**Japan in the World**

**Hayang Kim**

Overall quality of this course: 4.56

Summary:

The best aspects of this course included the interesting course material and knowledgeable professor. Some students felt that the instructions for papers and Blackboard postings were often unclear, and that after the first one they received no feedback on the posts. Additionally, lectures contained no visual aids making them sometimes hard to follow. Suggestions for improvement included providing more visual content and feedback on Blackboard assignments. Focusing more on modern Japan was also suggested. Prospective students should expect an interesting course that mostly focuses on pre-WWII Japan.

**AS.100.251.01**

**From Columbus to Calypso: The Caribbean and the Wider World**

**Lauren MacDonald**

Overall quality of this course: 4.92

Summary:

The best aspects of this course included the enthusiastic professor, interesting course material, and variety of topics covered. Some students felt that the readings were lengthy and that the status of their grades was unclear. Additionally, many agreed that they didn't receive enough feedback on their annotations. Suggestions for improvement included shortening the annotated bibliography assignment, providing more clear and constructive feedback throughout the semester, and eliminating some of the denser readings for more primary source analysis. Prospective students should expect an interesting class where the grade is mostly based on a few essays.

**AS.100.304.01**

**Myth and History in Medieval Europe**

**Neil Weijer**

Overall quality of this course: 4.08

Summary:

The best aspects of this course included the interesting course material, well-structured lectures, and engaging professor. Some students felt that there wasn't enough guidance in class discussions, and that the reading load could be heavy. Suggestions for improvement included providing clearer goals for each class and reading, and a sense of cohesion among all of the topics. Prospective students should expect a discussion-based class that requires extensive readings. This course is highly recommended for anyone interested in mythology, medieval history, or literature in general

**AS.100.307.01**

**Latin American Independence**

**Gabriel Paquette**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the insightful discussions, clear guidelines for assignments, and engaging, helpful professor. Many students agreed that while the reading was interesting it was extremely heavy and rigorous, as was the course load. With so many lengthy texts to discuss each week it felt like they never got to go in-depth on the topics. Suggestions for improvement included streamlining the reading list. Prospective students should expect a challenging but worthwhile course that requires extensive reading and writing.

**AS.100.316.01**

**American Foreign Policy in the Age of Human Rights**

**Kate Sohasky**

Overall quality of this course: 4.20

Summary:

The best aspects of this course included the well-facilitated discussions, organized lectures, and caring professor. Some students felt that the readings were lengthy, and that the rubrics for graded assignments could be unclear. Suggestions for improvement included providing a more explicit rubric for writing assignments ahead of time, lighter readings, and a better incorporation of lecture and reading material into assignments. Having two shorter papers in place of the 20-page one was also suggested. Prospective students should be prepared to read and write extensively.

**AS.100.321.01**

**From Ferguson to Cape Town: The Global Black Freedom Struggle since Slavery**

**Jessica Levy**

Overall quality of this course: 3.88

Summary:

The best aspects of this course included the interesting range of topics, relevant course material, and great class discussions. Some students felt that many important topics in Black history were glossed-over or skipped entirely. Additionally, feedback on assignments could be harsh and unclear. Suggestions for improvement included providing a writing rubric and focusing on more primary sources. Prospective students should be prepared to do lots of critical reading and participate in class discussions.

**AS.100.327.01**

**Gender and Sexuality in Reformation and Counter-Reformation Europe**

**Jessica Keene**

Overall quality of this course: 4.86

Summary:

The best aspects of this course included the passionate professor, helpful discussion questions, and great feedback. Some students felt that the two final assignments were nearly identical and too close together. Additionally, the readings could be lengthy and sometimes weren't posted early enough. Suggestions for improvement included decreasing the reading load and providing discussion prompts before class. Prospective students should expect an interesting class with a manageable course load.

**AS.100.347.01**

**Early Modern China**

**William Rowe**

Overall quality of this course: 3.82

Summary:

The best aspects of this course included the passionate professor and interesting subject matter. Some students felt that the course lagged behind the syllabus, and that the grading system was unclear. Suggestions for improvement included providing more transparent grading, a better study guide for the exam, and a midterm to test students' knowledge. More structured lectures and a clearer direction for the class overall was also suggested. Prospective students should be prepared to take extensive notes and pay attention during the lectures.

**AS.100.350.01**

**Capital before Capitalism: Economic Debates in the British Empire, 1600-1800**

**Christopher Consolino**

Overall quality of this course: 4.86

Summary:

The best aspects of this course included the engaging professor, interesting discussions, and well-structured lessons. Some students felt that the readings could be lengthy and hard to stay on top of. Suggestions for improvement included providing more structured guidelines for the final paper. Prospective students are encouraged to do all of the readings as they are not only beneficial for the course but very interesting.

**AS.100.353.01**

**Youth and Youth Movements during 20th Century: Germany, Britain, and the U.S.**

**Hanno Balz**

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the passionate professor and interesting topics. Some students felt there was a lack of structure in the lectures, and that the expectations for assignments were often unclear. Suggestions for improvement included more class discussion, particularly of the readings and facts, as well as clearer guidelines for assignments. Prospective students should expect a fascinating class that requires a decent amount of weekly readings. No background in history is required.

**AS.100.360.01**

**The Modern British World: Imperial Encounters, Regimes, and Resistance, from the American Revolution to the present**

**Kate Hindmarch-Watson**

Overall quality of this course: 4.75

This class had 5 or fewer comments.

**AS.100.361.01**

**Age of Tolstoy**

**Jeffrey Brooks**

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the fascinating discussions, enthusiastic professor, and great readings. Some students felt that the amount of reading was overwhelming and often not discussed in class. While the lectures were always interesting, many agreed that they could be disorganized, repetitive, and lacking cohesion. Suggestions for improvement included reducing the readings, and having more structured lectures. Providing more defined reading and discussion goals for each class would also be beneficial. Prospective students should be prepared to read extensively for this challenging but worthwhile course. They are encouraged to take advantage of the professor's office hours for help on papers.

**AS.100.362.01**

**Children and Childhood in the Middle Ages**

**Tamer El-leithy**

Overall quality of this course: 3.43

Summary:

The best aspects of this course included the productive class discussions and interesting readings. Some students felt that the readings could be lengthy and difficult to discern meaning from, that the professor was hard to reach outside of class, and that the course lacked organization and structure. Additionally, due to personal circumstances outside of the professor's control, the first three papers on the syllabus did not get done. This resulted in not enough graded assignments and students being unprepared for the final paper. Suggestions for improvement included providing more small assignments, guided reading questions, and more concrete guidelines and due dates for assignments. Prospective students should be prepared to read extensively and participate in class discussions.

**AS.100.368.01**

**History of Colombia 1800-Present**

**Elisa Vargas**

Overall quality of this course: 4.10

Summary:

The best aspects of this course included the enthusiastic professor and interesting course material. Some students felt that the class lacked structure, the paper prompts were vague, and the readings long and dense. Suggestions for improvement included meeting twice a week for shorter periods, lightening the reading load, and providing a more structured syllabus and rubric for assignments. Prospective students should expect a reading-heavy but fascinating class.

**AS.100.404.01**

**John Locke**

**John Marshall**

Overall quality of this course: 4.64

Summary:

The best aspects of this course included the engaging professor and thought-provoking readings. Some students felt that the entire grade being based on the final papers could be overwhelming. Suggestions for improvement included meeting twice a week for shorter periods and providing some smaller, more structured assignments. Prospective students should be prepared to read extensively and participate in class discussions.

**AS.100.417.01**

**Capitalism, Socialism, and Democracy**

**Louis Galambos**

Overall quality of this course: 4.92

This class had 5 or fewer comments.

**AS.100.486.01**

**Jim Crow in America**

**Nathan Connolly**

Overall quality of this course: 4.80

Summary:

The best aspects of this course included the insightful discussions, interactive lessons, and engaging professor. Some students felt that the lectures could be unstructured and difficult to connect with. Suggestions for improvement included more structured lectures, more readings related to current events, and providing more time for the second paper. Prospective students should expect an interesting and relevant course, and be prepared to take detailed notes.

**AS.100.494.01**

**Senior Honors Seminar**

**Angus Burgin**

Overall quality of this course: 4.45

Summary:

The best aspects of this course included the invested professor, effective structure, and opportunities to discuss theses. Some students felt that the assignments for the course could be vague. Suggestions for improvement included adding in more small assignments to help students stay on task throughout the semester, as well as more specific expectations and a focus on participation. Prospective students are encouraged to come into the class with a plan for their thesis and trajectory for completing it.

**AS.100.499.01**

**Film and Propaganda in Nazi Germany**

**Hanno Balz**

Overall quality of this course: 4.19

Summary:

The best aspects of this course included the passionate professor and interesting course material. Many students agreed that the reading load was heavy, the off-campus screenings were difficult to attend, and that readings were often not discussed in class. Additionally, some students felt that the professor normalized propaganda in an insensitive way. Suggestions for improvement included on-campus screenings, a more cohesive lesson plan, and incorporating more of the readings into class discussions. Prospective students should expect to attend several film screenings and participate in discussions.

**HISTORY OF SCIENCE AND TECHNOLOGY**

**AS.140.105.01-03**

**History of Medicine**

**Seth LeJacq**

Overall quality of this course: 4.56

Summary:

The best aspects of this course included the interesting lectures, open discussions, and passionate professor and TA's. Some students felt that the workload was too heavy for a 100 level class. Suggestions for improvement included considering making the course a Writing Intensive credit, and providing clearer expectations for assignments. Prospective students should be prepared to absorb a lot of information and write about it extensively. Taking detailed notes will help significantly.

**AS.140.311.01**

**Ecology, Health, and the Environment**

**Sharon Kingsland**

Overall quality of this course: 3.50

Summary:

The best aspects of this course included the engaging lectures and helpful feedback from the professor. Some students felt that the expectations for the few graded assignments were often unclear. It was also mentioned that the class isn't very history-oriented, and focuses more on ecology in general. Suggestions for improvement included either adding in more historical material or moving the class to a different department. More small graded assignments throughout the semester and clearer expectations for them would be beneficial as well. Prospective students should expect to learn more ecology than history, be ready to write, and to have their writing heavily critiqued.

**AS.140.321.01-02**  
**Scientific Revolution**  
**Lawrence Principe**

Overall quality of this course: 4.79

Summary:

The best aspects of this course included the engaging lectures and passionate, knowledgeable professor. Some students felt that the assigned reading (The Dear Book) was not always helpful and did not feel comprehensive. Suggestions for improvement included a different textbook, adding in some primary sources to read, having a final review session before the midterm, and having lecture three days a week. Prospective students should expect a fascinating class with a fair workload and great professor.

**AS.140.328.01**  
**Science and Technology in Slave Regimes**  
**Robert Kargon, Maria Portuondo**

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the fascinating subject matter, insightful discussions, and supportive professors. Some students felt that the class length was too long, as were the readings. Suggestions for improvement included providing periodic updates to the participation grade, meeting more than once a week, and changing up the readings so they aren't so long and repetitive. Prospective students do not require any background knowledge of the subject, but should be aware of the heavy readings and spread them out over each week.

**AS.140.368.01****Technological Transformations****Maria Portuondo**

Overall quality of this course: 4.00

**Summary:**

The best aspects of this course included the engaging lectures and stimulating discussions. Some students felt that the exam was too long and difficult, and that the grading was unclear and harsh. Suggestions for improvement included clearer expectations for graded assignments and more small assignments in general to keep grades more consistent. A more detailed course outline and more structure in general was also suggested. Prospective students should expect a serious humanities course, but it's possible to get a lot out of the semester even from a non-humanities background. Notetaking is critical in this reading and writing-heavy course.

**AS.140.413.01****The White Plague: History of Tuberculosis****Daniel Todes**

Overall quality of this course: 4.86

**Summary:**

The best aspects of this course included the inspiring professor who gave helpful feedback on papers and presented a well-organized course. Some students felt that the reading load could be heavy at times. There were no suggestions for improvement. Prospective students should expect a challenging but fascinating course. This is a great option for science majors who are looking for a Writing Intensive credit that is not too English-based.

**HISTORY OF ART DEPARTMENT****AS.010.101.01-04.FA16****Introduction to History of Western Art I****Christopher Lakey**

Overall quality of the class: 4.23

**Summary:**

The best aspects of this course were the interesting material, great TA support, opportunity to visit art museums in Baltimore, and the passionate, knowledgeable professor. The worst aspects of the course were the time it took to receive feedback on writing, and the amount of work and memorization required. Many students complained about the physical conditions of the classroom (temperature and lighting). Suggested improvements include more discussion to break up the lecture, having lecture slides and notes available prior to the lecture, and more discussion overall. Students also suggested better

study guides and more preparation for midterm exams. and example of essays for writing assignments. Future students should be prepared to read and write extensively.

**AS.010.218.01.FA16**  
**Modern Art, 1880-1950**  
**Molly Warnock**

Overall quality of the class: 4.85

Summary:

The best aspects of the course were the professor's excellent lectures. The professor was knowledgeable, enthusiastic, and engaging. Students also highlighted the visits to the BMA and Special Collections. The worst aspects of the course were the occasional dull readings, and the inability to keep up with notetaking during rapid lectures. Suggested improvements include incorporating more material on modern art outside of Europe and the USA, as well as providing more social and political context for artists. Future students should know that a background in art history or modern art is helpful but not required.

**AS.010.227.01.FA16**  
**Holy Images, Profane People: Art & Power in Byzantium**  
**James Magruder**

Overall quality of the class: 3.67

Summary:

The best aspects of this course were the engaging professor, interesting material, and the field trip. Several students commented on the professor's kindness and genuine interest in the students' success in the course. The worst aspects of the course were the lack of structure and clarity on assignments. Suggested improvements included more structure, greater clarity on assignment and exam expectations, and either a greater variety of readings or a different kind of textbook. Future students should know that the professor is great, but the course is somewhat erratic.

**AS.010.228.01.FA16**  
**Prophets, Kings, and Demons: The Art of Islamic Book Painting**  
**Unver Rustem**

Overall quality of the class: 3.80

Summary:

The best aspects of the course were the knowledgeable professor, interesting material, and the professor's feedback on assignments. The worst aspects of the course were the lack of organization. Additionally, many students felt it did not feel like a 200-level course, as there was a lot of reading and material covered. Students also complained of the professor's tardiness. Suggestions for improving the course include amending the syllabus if the class is falling behind, and possibly covering less material

and adjusting expectations of students for a 200-level course. Future students should know that the course covers a lot of material, and that there is a good amount of reading.

**AS.010.323.01.FA16**

**Art of the Roman Empire**

**Pier Luigi Tucci**

Overall quality of the class: 4.41

Summary:

The best aspects of the course were the professor's enthusiasm and lecture style, as well as the very interesting course material. The worst aspects of the course were the lack of discussion and participation. Suggested improvements included providing more student discussion and interaction, as well as a different grading system and adding in some smaller assignments. Future students should know that this is a great course with interesting material and a relatively light workload.

**AS.010.365.01.FA16**

**Art of the Ancient Andes**

**Lisa Deleonardis**

Overall quality of the class: 4.73

Summary:

The best aspects of the course were the passionate professor and the labs and lectures at the BMA. Students very much appreciated the hands-on aspect of the museum trips. The worst aspects of the course were the quizzes, small number of graded assignments, and lengthy, repetitious lectures. Suggested improvements included more discussion and more trips to the BMA or other museums. Several students also suggested more time spent on the Inca. Future students should know that this is a fantastic course with a great professor.

**AS.010.421.01.FA16**

**Creating Sacred Space in the Ancient and Medieval World**

**Marian Feldman**

Overall quality of the class: 4.88

Summary:

The best aspects of the course included its three-part structure, discussions, and digital projects. The worst aspects of the course were the unclear purpose of the final, and some esoteric readings. Suggestions for improvement included going through the material chronologically. Future students should know that thorough reading is expected in order to deeply engage with the texts during discussion. There is also a digital project component.

**AS.010.471.01.FA16**

**Roman Painting and Sculpture**  
**Pier Luigi Tucci**

Overall quality of the class: 4.57

Summary:

The best aspects of the course were the interesting material and lectures. Students also highlighted the research articles discussed in class, as well as the small class size. The worst aspects of the course were the reading load and long final paper. Suggested improvements included more information on the lecture slides that would aid later studying, terms and topics to review for quizzes and exams, and clearer grading rubrics for papers and presentations. Future students should know that it is helpful to have some knowledge of Greek and Roman history and art. Notes are necessary, and students should be prepared to study in the art history style (timed slide IDs).

**HUMANITIES DEPARTMENT**

**AS.300.139.01.FA16**  
**Introduction to Intellectual History**  
**Paola Marrati**

Overall quality of the class: 4.29

Summary:

The best aspects of the course were the interesting material, amazing lectures, and Thursday discussions. The worst aspect of the course was the lengthy readings and long essays. Suggested improvements include shorter readings or more clarity on what to focus on in the readings, as well as more feedback and a clearer grading system. Future students should take notes in class and be prepared to read, analyze, and discuss the material.

**AS.300.307.01.FA16**  
**Dostoevsky and Critical Theory**  
**Anne Eakin Moss**

Overall quality of the class: 5.00

Summary:

The best aspects of the course were the interesting materials, including great books and critical theory. The professor was very knowledgeable and passionate, and students enjoyed the structured yet open format for discussion. The worst aspects of the class were the heavy and sometimes difficult readings. Suggested improvements include better pacing of readings, and paring them down to include only the essential parts of some of the longer non-Dostoevsky readings. Future students should be prepared for a lot of reading and discussion.

**AS.300.325.01.FA16**  
**American Madness – History of the Treatment of the Mentally Ill**

**Orna Ophir**

Overall quality of the class: 4.82

Summary:

The best aspects of the course were the interesting material, the helpful professor and TA, and good discussions. The worst aspects of the course were the lengthy readings and the general lecture. Students would appreciate more interaction. Suggested improvements include shorter readings or a more focused reading load. Future students should be prepared for a lot of reading. This course is more than a history class, and will challenge one's conceptions of mental illness and mental health.

**AS.300.327.01.FA16**

**Introduction to Comparative American Cultures: Obama and Philosophy  
Hent de Vries**

Overall quality of the class: 4.20

Summary:

The best aspects of the course were the interesting material, engaging professor, relevant topics. Students appreciated the balance between theory and political practicality. The worst aspect of the course was the slow class discussion. Sometimes students felt the course did not focus enough on Obama's racial philosophy. Suggested improvements include more structured discussions, including allowing the TA to lead discussions more often. Future students should be prepared for a lot of philosophy, and know that there are only two grades for the course.

**AS.300.357.01.FA16**

**Forms of Modern Fiction  
Richard Macksey**

Overall quality of the class: 4.36

Summary:

The best aspects of the course were the professor's insights into the texts, as well as attending class at the professor's home. The worst aspects of the course were the lack of organization and focus at times. Suggested improvements include more discussion and a more structured syllabus. Future students should know that this course is one of a kind, and they should be prepared to read.

**AS.300.399.01.FA16**

**Cinema and Philosophy  
Paola Marrati**

Overall quality of the class: 4.18

Summary:

The best aspects of the course were the selection of films and texts, and the professor's passion and enthusiasm. The worst aspects of the course were the disorganization and mixed messages around assignments. Lectures were sometimes difficult to follow. A suggested improvement is more structure. Future students should know that the philosophical texts can be dense, and having a background in philosophy would be helpful. Students should also be prepared to watch films prior to class, which can be time-consuming.

## **INTERDEPARTMENTAL**

### **AS.360.111.01**

#### **Special Opportunities in Undergraduate Learning Tutorials**

**Michael Reese**

Overall quality of the class: 4.60

#### Summary:

The best aspects of this course included the opportunity to interview Baltimore residents, interactive lessons, and interesting subject matter. Some students felt that the class periods were too short and would have liked to have had the opportunity to dig deeper into their findings. Suggestions for improvement included making it a full semester multi-credit course. Prospective students are advised that this is an excellent introduction to sociology, and that they should only take it if they are genuinely interested in the material.

### **AS.360.111.02**

#### **Special Opportunities in Undergraduate Learning Tutorials**

**Arpan Roy**

Overall quality of the class: 3.67

#### Summary:

The best aspects of this course included the classroom's welcoming environment, its discussion-based approach to learning, and interesting subject matter. Some students felt that the readings were overly difficult and sometimes confusing. A few students also felt that the course was too short and felt rushed. Suggestions for improvement included expanding the course to a full semester so that they would have more time to discuss the readings, and providing more guidance for the more dense readings. Prospective students are advised that some experience having read philosophy texts is helpful, and that the class is discussion-based so they should be sure to do the readings.

### **AS.360.111.04**

#### **Special Opportunities in Undergraduate Learning Tutorials**

**Richa Tyagi**

Overall quality of the class: 3.07

#### Summary:

The best aspects of this course included the subject matter that gave students a background in practical lab techniques, and clear lecture slides that were helpful to study. Some students felt that there were not enough hands-on activities or in-class demonstrations for a class based around teaching lab techniques. A few students also felt that the questions on the quizzes relied on memorizing small detail from the lectures and were overly specific. Suggestions for improvement included making the course a full semester so there could be would be time for more hands-on application of what was being taught. Prospective students are advised that this course is a lot more difficult and has a heavier workload than they might expect.

**AS.360.111.05**

**Special Opportunities in Undergraduate Learning Tutorials**

**Janet Gomez**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

**AS.360.111.06**

**Special Opportunities in Undergraduate Learning Tutorials**

**Renske Gelderloos**

Overall quality of the class: 4.25

Summary:

The best aspects of this course included the unique topics covered, and the hands-on MATLAB projects. However, some students that weren't familiar with MATLAB found those assignments overly challenging, and thought the course depended too much on studying independently. Suggestions for improvement included spending more time going over MATLAB for students who aren't familiar with it. Students also suggested that it would benefit the course if there was more of a connection between the computer labs and the lectures. Prospective students are advised that they should be comfortable working with MATLAB, and be prepared to take advantage of the instructor's office hours for additional support.

**AS.360.111.07-08**

**Special Opportunities in Undergraduate Learning Tutorials**

**Yunshan Ye**

Overall quality of the class: 4.42

Summary:

The best aspects of this course included an effective instructor, and practical subject matter that served as a good introduction to research methods. Some students felt that the course was too short, and that the lectures sometimes moved too slowly. Suggestions for improvement included expanding the class to a full semester, and having more in-class discussions. Prospective students are advised that this class is very useful for those who are pursuing their own research projects.

**AS.360.111.09****Special Opportunities in Undergraduate Learning Tutorials****Allison Young**

Overall quality of the class: 4.30

**Summary:**

The best aspects of this course included a knowledgeable instructor, and subject matter that provided useful tools for qualitative data analysis. Some students felt that there was a relatively heavy workload, and that expectations were sometimes unclear. Suggestions for improvement included giving clearer directions on assignments, and possibly narrowing down the topics covered. Prospective students are advised the class serves as a good introduction to qualitative data, and that they should come to every lecture as they are all useful.

**AS.360.111.10****Special Opportunities in Undergraduate Learning Tutorials****Eric Bulakites, Ana Delia Rogobete**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

**AS.360.111.12****Special Opportunities in Undergraduate Learning Tutorials****Emily Fisher**

Overall quality of the class: 4.75

**Summary:**

The best aspects of this course included its thought-provoking discussions, a relaxed class atmosphere, and interesting subject matter that students felt they may never have been exposed to if not for the class. Some students felt that the course was too short and discussions could sometimes become repetitive. Suggestions for improvement included adding more variety to the course such as other forms of media or guest speakers. Students also suggested expanding the course to be a full term. Prospective students are advised that while the course's workload is light it is a very enriching experience.

**AS.360.111.14****Special Opportunities in Undergraduate Learning Tutorials****John McCaffery**

Overall quality of the class: 3.57

**Summary:**

The best aspects of this course included interesting subject matter, helpful in-class demonstrations, and engaging class discussions. Some students felt that the lectures sometimes suffered from the lack of an accompanying PowerPoint presentation and from the instructor straying off topic. Suggestions for improvement included adding PowerPoint or another form of notes to make the lectures easier to follow and more engaging, and having more lab demonstrations. Prospective students should know that some background in biology is helpful, and that the course has a very manageable workload.

**AS.360.111.15**

**Special Opportunities in Undergraduate Learning Tutorials**

**Benjamin Peak**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**AS.360.111.16**

**Special Opportunities in Undergraduate Learning Tutorials**

**John Sampson**

Overall quality of the class: 4.43

Summary:

The best aspects of this course included the variety of guest speakers that provided first-hand experiences and diverse perspectives on global health, and an engaging instructor. Some students felt that the class sessions were too long. Additionally, the course sometimes felt disorganized due to its lack of a clear syllabus and guidance on the final project. Suggestions for improvement included increasing student engagement with more structured assignments and student participation. Students also suggested splitting class sessions across two days rather than having a single two hour class period. Prospective students are advised that they should approach class discussion with an open mind and be prepared to participate.

**AS.360.111.17**

**Special Opportunities in Undergraduate Learning Tutorials**

**Audrey Fastuca**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

**AS.360.111.18**

**Special Opportunities in Undergraduate Learning Tutorials**

**Katrina McDonald**

Overall quality of the class: 3.40

This class had 5 or fewer comments.

**AS.360.133.01**

**Freshman Seminar: Great Books at Hopkins**

**Walter Stephens**

Overall quality of the class: 4.17

**Summary:**

The best aspects of this course included the varied yet complimentary readings, lectures that provided good background to each reading, and engaging group discussions. Some students felt that there wasn't enough time devoted to reading each book and that it didn't give students the time to fully comprehend them. Suggestions for improvement included reading fewer books so that could spend more time discussing them more in-depth. Students also suggested having more feedback on their writing, and having fewer lectures. Prospective students should be prepared to do a lot of reading and writing, and be aware that their level of engagement with the class will depend on how much they participate in class discussions.

**AS.360.133.02**

**Freshman Seminar: Great Books at Hopkins**

**Elena Russo**

Overall quality of the class: 4.14

**Summary:**

The best aspects of this course included the variety of both the lecturers and reading selections, and the opportunity for students to engage in meaningful discussions about the texts. Some students felt that the pace of the course was too fast, and that they weren't given enough time to really appreciate each of the books. Suggestions for improvement included decreasing the number of books read and moving at a slower pace, allowing students extra time for both the readings and essay writing. Prospective students are advised that there is a large amount of reading required, and that engaging in discussion is essential to getting the most out of the course.

**AS.360.133.03**

**Freshman Seminar: Great Books at Hopkins**

**Richard Bett**

Overall quality of the class: 4.36

**Summary:**

The best aspects of this course included knowledgeable instructors, a well-chosen reading list, and interesting class discussion. Some students felt that there were too many books covered, and that the course moved too quickly. A few students also felt that classroom discussion suffered from students having not read all of the selections. Suggestions for improvement included reducing the number of

books covered so that more time could be spent on each, and having the class in a room that better facilitated group discussion. Prospective students should know that this course requires a passion for reading, and that it's a good way to improve their writing skills.

**AS.360.247.01**

**Introduction to Social Policy: Baltimore and Beyond**  
**Stefanie Deluca, Barbara Morgan, Daniel Schlozman**

Overall quality of the class: 4.11

Summary:

The best aspects of this course included engaging in-class debates and discussions, the opportunity to examine issues from multiple perspectives, and its relevance to current events. Some students felt that the grading rubric was unclear and overly harsh, and that feedback on the memos was vague. A few students also felt that there was an overwhelming amount of reading, and that expectations for some assignments were vague. Suggestions for improvement included having fewer more focused reading assignments, and giving more feedback on the weekly reflections. Prospective students are advised that there is a lot of reading and writing required, and that the course is challenging but a great introduction for those looking to pursue a future in public policy.

**JAPANESE DEPARTMENT**

**AS.378.115.01-03**

**First Year Japanese**  
**Mayumi Johnson, Satoko Katagiri**

Overall quality of the class: 4.85

Summary:

The best aspects of this course included the structure and how it broke up grammar and speaking lessons. Additionally, the instructors were enthusiastic and the quizzes were helpful in gauging progress. Some students felt that the class was a bit demanding and time consuming, that there were too many quizzes, and that the workbook assignments could be lengthy and repetitive. Suggestions for improvement included slowing the pace towards the end of the semester and having occasional review sessions outside of class. Prospective students are encouraged to study daily, practice speaking as often as possible, and be prepared for two quizzes per week.

**AS.378.215.01-02**

**Second Year Japanese**  
**Makiko Nakao**

Overall quality of the class: 4.31

Summary:

The best aspects of this course included the involved professor and engaging lectures. Some students felt that there was an imbalance of achievement versus proficiency on oral exams. This encouraged less easily flowing conversation and instead made things sound stilted, placing too much importance on incorporating certain grammar structures. Suggestions for improvement included changing the format of the oral exam to have separate achievement and proficiency components, and providing clearer instructions for certain assignments. Prospective students should expect a much more challenging and heavier workload than First Year Japanese, and a daily commitment.

**AS.378.315.01**

**Third Year Japanese**

**Makiko Nakao**

Overall quality of the class: 4.57

Summary:

The best aspects of this course included the small class size and opportunities for students to improve their speaking. Some students felt that the course was stressful, fast-paced, and too writing intensive. Suggestions for improvement included putting more emphasis on grammar and providing clearer expectations for each assignment, particularly the skits and oral presentation. Prospective students should expect to write extensively and practice daily, as this class is much more challenging than the previous Japanese courses offered.

**KOREAN DEPARTMENT**

**AS.380.101.01**

**First Year Korean**

**Soo Yun Lee**

Overall quality of this course: 4.57

Summary:

The best aspects of this course included the engaging professor, interactive class, and many opportunities for practicing conversation. Some students felt that the course moved too quickly, and that the information they were being quizzed on sometimes hadn't been taught to them yet. Suggestions for improvement included teaching more about Korean culture, covering a bit less to allow for better in-depth absorption of everything, and not quizzing on material that hasn't been covered yet in class. Prospective students should expect twice weekly quizzes, and be prepared to practice and study daily.

**AS.380.201.01**

**Second Year Korean**

**Soo Yun Lee**

Overall quality of this course: 4.57

Summary:

The best aspects of this course included the structure of the lessons and constant exposure to Korean language and culture. Some students felt that the grading was overly harsh and the pace of the class was too fast for them. Suggestions for improvement included more lenient grading, a shorter class period, and continuing to format oral exams as a presentation. Prospective students are encouraged to stay on top of the vocabulary and grammar lists, and read the textbook before class. Second Year Korean requires a significant time commitment outside of the classroom.

**AS.380.301.01**

**Third Year Korean**

**Soo Yun Lee**

Overall quality of this course is: 4.67

Summary:

The best aspects of this course included the patient, supportive professor and a good balance of lecture and conversation. Some students felt that the workload was too heavy, and that there was too wide a range of fluency among the students. Suggestions for improvement included sticking to one text and learning more practical, useful vocabulary and grammar structures. A better screening of language ability before students sign up for class, and adding the option of a Heritage Korean course for those students who grew up learning Korean were also suggested. Prospective students should be prepared to receive instructions and assignments in Korean, and to stay on top of the work assigned.

## **LATIN AMERICAN STUDIES**

**AS.361.130.01**

**Introduction to Latin American Studies**

**Magda von der Heydt-Coca**

Overall quality of this course: 3.33

This class had 5 or fewer comments.

## **MATHEMATICS DEPARTMENT**

**AS.110.105.01**

**Introduction to Calculus**

**Michael Patrick Martin**

Overall quality of this course: 3.00

This class had 5 or fewer comments.

**AS.110.106.01-02-04-05-06-07-08-09-10**

**Calculus I (Biology and Social Sciences)**

**Jonas Luehrmann**

Overall quality of this course:

Summary:

The best aspects of this course included the enthusiastic professor, easy to follow lessons, and thorough explanations of concepts. Some students felt that the homework assignments were too numerous and time consuming, and that they were graded inconsistently across TA's. Additionally, the lectures were too fast-paced for some students. Suggestions for improvement included providing shorter homework assignments, more consistent grading practices, slower lectures, and more in-class example problems. Making sure that the homework is more closely correlated with what is being taught during the lecture would also be helpful. Prospective students are encouraged to sign up for PILOT if they are not sufficiently comfortable with calculus.

**AS.110.107.01-02-03-04**

**Calculus II**

**Brian Smithling**

Overall quality of this course:

Summary:

The best aspects of this course included the effective teaching methods and engaging professor. Some students felt that the lectures were too fast-paced, abstract, and confusing. Additionally, the class covered too many topics and much of the material felt glossed-over or crammed. Suggestions for improvement included consolidating the syllabus and slowing down the pace of the course to focus more in-depth on less topics. Providing more practice exams, interactive class activities, and more relevant, applicable examples of concepts would also be beneficial. Prospective students should expect a demanding course that does not cover typical Calculus II topics.

**AS.110.108.01-03-04-05**

**Calculus I**

**Hang Xu**

Overall quality of this course:

Summary:

The best aspects of this course included the passionate professor and in-depth exploration of concepts. Some students felt that the lectures could be unclear, too fast-paced, and focused mainly on proofs. Suggestions for improvement included slowing down the lectures and providing more concrete applications of the concepts rather than just deriving proofs. Providing more practice problems during

class would also be beneficial. Prospective students should be familiar with trigonometry, and are encouraged to seek out the professor during office hours.

**AS.110.109.01-02-04-05-06-07-08-09-10**

**Calculus II**

**Xudong Zheng**

Overall quality of this course:

Summary:

The best aspects of this course included:

Helpful professor

Effective explanations of concepts

Many students agreed that they had trouble keeping up with the lectures, as they were often ineffective, confusing, and too fast-paced. Additionally, some felt that the problem sets were very lengthy and difficult, and that there was too much emphasis on proofs and theorems. Suggestions for improvement included creating a more engaging class by looking at potential problems types and providing examples to solve, rather than focusing solely on proofs. Lecturing more clearly and concisely at a slower pace would also be beneficial. Prospective students should expect a challenging course and be comfortable with basic calculus.

**AS.110.113.01**

**Honors Single Variable Calculus**

**Vitaly Lorman**

Overall quality of this course: 4.63

Summary:

The best aspects of this course included the interesting course material, in-depth exploration of concepts, and helpful professor. Some students felt that the homework was extremely difficult and time consuming, and that the independent nature of the assignments was overwhelming to students who couldn't figure out new problems on their own. Suggestions for improvement included restructuring the homework system by breaking up each problem set into 2 or 3 problems due each class, doing more step-by-step problems for harder proofs, and going over the solutions to the homework problems. Adding in more practice with computational problems and making more class time for student discussion and collaboration would also be beneficial. Prospective students should expect a proof-based course that requires an interest and background in calculus.

**AS.110.201.01-02-03-04-06**

**Linear Algebra**

**Wenjing Liao**

Overall quality of this course:

Summary:

The best aspects of this course included the enthusiastic professor, clear expectations, and straightforward approach to the material. Some students felt that the lectures were often unclear and

ineffective, focusing too heavily on the textbook and computation rather than the logic behind theorems. Additionally, the homework problems were often abstract and difficult to understand, and the textbook wasn't very helpful. Suggestions for improvement included providing in-class practice problems before exams, a better textbook, and more focus on theory. Less difficult homework, more engaging lectures, and more real-world applications of the concepts learned would also be beneficial. Prospective students should expect to complete weekly problem sets for this computation-based class. A strong background in calculus is extremely helpful.

**AS.110.202.01-02-03-04-05-06-07-08-09-10-11**

**Calculus III**

**Emily Riehl**

Overall quality of this course:

**Summary:**

The best aspects of this course included the understanding professor, fascinating theory, and engaging lessons. Some students felt that the lectures could be too theoretical, technical and unclear; and that the course material was too abstract. Additionally, the problem sets were unnecessarily lengthy and difficult, and the lecture did not mention how to use the theories in the context of an exam question. Suggestions for improvement included focusing less on theory and more on providing applications of the concepts learned. Teaching at a slower pace and going over more examples and practice problems in class would also be beneficial. Prospective students should be familiar with Calculus I and II, and be prepared to put in a lot of time studying outside of class.

**AS.110.211.01**

**Honors Multivariable Calculus**

**Richard Brown**

Overall quality of this course: 4.47

**Summary:**

The best aspects of this course included the fascinating course material, engaging professor, and focus on theory. Some students felt that the problem sets were too lengthy and labor-intensive, and that they didn't correlate well to the tests. Additionally, the lectures included very few concrete examples and applications of the material. Suggestions for improvement included providing more practice problems and review sessions, shortening the problem sets, keeping the homework more similar to what will be tested, and covering some more scientific applications of the material. Prospective students should expect a challenging, thought-provoking course that requires a background in linear algebra.

**AS.110.212.01**

**Honors Linear Algebra**

**W Stephen Wilson**

Overall quality of this course: 4.78

**Summary:**

The best aspects of this course included the helpful weekly quizzes and rigorous, proof-based style. Some students felt that the course relied a bit too heavily on the textbook and independent learning

rather than learning from the lectures. Suggestions for improvement included providing more regular lectures and class discussions, weekly review sheets, and a basic introduction to proofs at the beginning of the course. Prospective students should expect a challenging course that requires a good amount of independent learning.

**AS.110.225.01**

**Problem Solving Lab**

**David Savitt**

Overall quality of this course: 4.33

This class had 5 or fewer comments.

**AS.110.302.01-02-03-04-05-06-07-08-09**

**Differential Equations and Applications**

**James Murphy**

Overall quality of this course:

Summary:

The best aspects of this course included the engaging professor and applicable and interesting course material. Many students agreed that the homework problems sets were unreasonably designed; being extremely lengthy, tedious, repetitive, and overly difficult. Some felt that the professor could be apathetic to their success and was unhappy when they performed well on a test; causing him to try to employ a reverse curve and make the final harder with the intention of having his students do poorly. Suggestions for improvement included either shortening the homework assignments or decreasing their frequency. Going over some practice problems in class and seriously restructuring the grading system were also suggested. Prospective students should expect a homework-heavy course that requires a background in linear algebra.

**AS.110.304.01**

**Elementary Number Theory**

**Jian Kong**

Overall quality of this course: 4.36

Summary:

The best aspects of this course included the helpful professor and interesting course material. Some students felt that the homework could be overly time-consuming, difficult, and overwhelming. Additionally, the lectures were paced too quickly and too close to the textbook readings. Suggestions for improvement included providing more and clearer feedback on homework, a slower and more engaging lecture, and more concrete examples of each concept rather than simply teaching from the textbook. Prospective students should expect a challenging course that revolves mainly around the textbook.

**AS.110.311.01**

**Methods of Complex Analysis**

**Yingying Zhang**

Overall quality of this course: 4.21

Summary:

The best aspects of this course included the knowledgeable professor and interesting and applicable course material. Some students felt that both the lectures and grading system could be unclear. Additionally, lectures covered too much simple review in the beginning of the course and then was too fast-paced and difficult towards the end. Suggestions for improvement included covering intro material at a faster pace and more complex topics at a slower one. More practice problems before tests and more detailed feedback on homework assignments would also be beneficial. Prospective students should have a strong background in calculus and are encouraged to take advantage of the helpful textbook.

**AS.110.321.01**

**Honors Complex Analysis**

**Benjamin Dodson**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

**AS.110.401.01**

**Advanced Algebra I**

**Caterina Consani**

Overall quality of this course: 3.94

Summary:

The best aspects of this course included the interesting, applicable course material and helpful professor. Some students felt that the lectures could be difficult to follow, unengaging, and too close to the textbook. Additionally, there wasn't much time for in-class exercises, grading was unclear, and the material was often very abstract, making quizzes difficult to prepare for. Suggestions for improvement included providing more time in class for practice problems and asking questions, a better textbook, and better explanations of key concepts. More applying the material to other areas of science and involving students more directly during class time would also be beneficial. Prospective students should expect a challenging but fascinating course and should be comfortable with basic proof techniques.

**AS.110.405.01**

**Analysis I**

**Christopher Sogge**

Overall quality of this course: 4.30

Summary:

The best aspects of this course included the well-organized lectures and helpful professor. Some students felt that the lectures could be tedious and hard to follow, and that they stuck too closely to the unhelpful textbook. Additionally, there was little useful feedback on homework and exams, and the midterms made up 45% of the grade. Suggestions for improvement included lecturing at a slower and more engaging pace, and providing more thorough explanations of each concept rather than just

restating proofs from the textbook. Putting more weight on the homework and less on the exams was also suggested. Prospective students should expect a proof-based course aimed at those interested in pure math. Background knowledge of calculus is required.

**AS.110.415.01**  
**Honors Analysis I**  
**Yannick Sire**

Overall quality of this course: 3.60

Summary:

The best aspects of this course included the fascinating course material and variety of topics covered. Some students felt that the lectures were lacking and disconnected, with the professor just reading from the textbook and not providing enough examples of abstract concepts. Suggestions for improvement included providing more interactive and organized lectures; perhaps in the form of active problem solving sessions where students work out example problems in class. Prospective students should expect rigorous but rewarding course that requires a strong foundation in proofs.

**AS.110.605.01**  
**Real Variables**  
**Chikako Mese**

Overall quality of this course: 4.83

This class had 5 or fewer comments.

**MILITARY SCIENCE DEPARTMENT**

**AS.374.101.01-02**  
**Introduction to the Army and Critical Thinking, ROTC 101**  
**Russell Buckhalt, David Normand, Timothy O'Neil**

Overall quality of this course: 4.69

Summary:

The best aspects of this course included the enthusiastic professor, open discussion format, and relevant topics. Some students felt that the class could be long and slow-moving, and that some of the material was not relevant to the exam, making it hard to know what to study. Suggestions for improvement included having class twice per week for shorter periods, and learning about more internal applications of ARMY Critical Thinking. Prospective students should expect a useful and fun course that serves as a great introduction on the daily business of the army.

**AS.374.110.01**  
**Basic Leadership Laboratory, ROTC 101**

**Russell Buckhalt, David Normand, Timothy O'Neil**

Overall quality of this course: 4.80

This class had 5 or fewer comments.

**AS.374.201.01-02**

**Leadership & Teamwork I**

**David Normand, Timothy O'Neil, Lynn Scott, Bart Sime**

Overall quality of this course: 4.45

Summary:

The best aspects of this course included the engaging lectures, light workload, and teaching of practical skills. Some students felt that the class could be disorganized, and that there was a lack of clarity on some assignments. Suggestions for improvement included providing clearer guidelines for assignments and more detailed PowerPoints. Prospective students should expect an interesting and useful course that teaches valuable leadership skills.

**AS.374.210.01**

**Basic Team Leadership**

**David Normand, Timothy O'Neil, Lynn Scott, Bart Sime**

Overall quality of this course: 4.75

This class had 5 or fewer comments.

**AS.374.255.01**

**US Intelligence Community: Theory & Practice**

**Michael Boston, Fred Hoffman**

Overall quality of this course: 4.15

Summary:

The best aspects of this course included the hands-on exercises, knowledgeable professors, and interesting material. Many students agreed that the 20-page paper worth 80% of their grade was unnecessary and unfair. Additionally, some felt that they didn't receive enough feedback on their assignments. Suggestions for improvement included providing more thorough feedback on essay

outlines and having more graded assignments overall. Breaking up the final paper into two shorter papers was also suggested. It is recommended that prospective students have an interest in intelligence, and be aware that grades are mainly based on a single paper.

**AS.374.301.01-02**

**Leadership and Tactical Theory I**

**David Normand, Bart Sime, David Yi**

Overall quality of this course: 4.50

This class had 5 or fewer comments.

**AS.374.310.01**

**Basic Tactical Leadership Lab**

**David Normand, Bart Sime, David Yi**

Overall quality of this course: 4.50

This class had 5 or fewer comments.

**AS.374.401.01**

**Adaptive Leadership**

**Rodney Graves, David Normand**

Overall quality of this course: 4.80

This class had 5 or fewer comments.

**AS.374.410.01**

**Advanced Planning & Decision Making I**

**Rodney Graves, David Normand**

Overall quality of this course: 4.11

This class had 5 or fewer comments.

**AS.389.201.01**

**Introduction to the Museum: Past and Present**

**Jennifer Kingsley**

Overall quality of the class: 3.53

Summary:

The best aspects of this course included the trips to museums and interesting readings. Some students felt that the essay guidelines were unnecessarily strict and that it was unclear what was expected of them for the exam. The final exam was also due the same day as the final essay, which was overwhelming. The class was often disorganized and the content to study for exams was too large and overly specific. Overall, the difficulty level felt more like a 300 level class. Suggestions for improvement included clearer expectations for essays and more freedom on the essay topics, as well as better material for exam preparation (study guides) and providing more consistent information on PowerPoint slides. Prospective students should expect a challenging and reading-heavy course, and are encouraged to take detailed notes.

**AS.389.340.01**

**Critical Issues in Art Conservation**

**Sanchita Balachandran**

Overall quality of the class: 5.00

Summary:

The best aspects of this course included the seminar-style discussion and knowledgeable instructor. Some students felt that the grading system was unclear and could be harsh. Suggestions for improvement included providing a clear rubric and more consistent grades so that students can track their progress. Prospective students should expect a fascinating and rewarding class with heavy amounts of reading.

**AS.389.356.01**

**Halls of Wonder: Art, Science, and Literature in the Age of the Marvelous, 1500-1800**

**Earle Havens**

Overall quality of the class: 4.60

Summary:

The best aspects of this course included the passionate, knowledgeable professor and interesting class discussions. Some students felt that the individual presentations took up too much class time, and that the class could drag on at times. Suggestions for improvement included putting time limits on student presentations to make more time for things like class discussion and writing rough drafts for the final paper. Prospective students are encouraged to do all of the readings and actively engage in class.

**AS.389.358.01****Collecting and Cataloguing the Contemporary****Virginia Anderson**

Overall quality of the class: 5.00

**Summary:**

The best aspects of this course included the inspiring professor, getting to work with an incredible art collection, and the various opportunities students had to learn off-campus. Some students felt that the expectations for writing assignments were sometimes unclear. Suggestions for improvement included providing clearer expectations for essays and reflection papers, and maybe a rubric. Prospective students should expect a fascinating and rewarding course. Having some background in art history is very beneficial.

**AS.389.386.01****Islamic Art in the 21st Century Museum****Amy Landau**

Overall quality of the class: 4.18

**Summary:**

The best aspects of this course included the kind, passionate professor and the opportunities to visit galleries and speak with museum professionals. Some students felt that the guidelines for assignments, particularly the final project, were very unclear, and that the syllabus changed often. Suggestions for improvement included providing clear guidelines and due dates for assignments, and a better-organized syllabus. It was also suggested that there be fewer assigned readings so that students can more deeply engage with each one. Prospective students should expect a reading-heavy course with the opportunity to explore the topics off-campus. A background in Islamic art is beneficial but not necessary.

**AS.389.440.01****Who Owns Culture?****Elizabeth Rodini**

Overall quality of the course: 4.58

**Summary:**

The best aspects of this course included the compelling lectures, discussions, and guest speakers. Some students felt that the class was too reading-heavy, and that the readings themselves could be dense. Suggestions for improvement included decreasing the amount of reading to allow for more focused

discussions, and a list of key concepts to focus on each week. Prospective students should expect to read extensively and participate in class discussions.

## **MUSIC DEPARTMENT**

### **AS.376.111.02**

#### **Rudiments of Music Theory and Musicianship**

**John Crouch**

Overall quality of the class is: 4.36

#### Summary:

The best aspects of this course included the patient, knowledgeable instructor and relaxed atmosphere of the class. Some students felt that the textbook was disorganized and difficult to work with. Suggestions to improve this course included a different textbook, breaking up the longer homework assignments, and making more time in class for ear training. Prospective students should expect a fair and manageable course great for people who want to learn a basic knowledge of music.

### **AS.376.111.03**

#### **Rudiments of Music Theory and Musicianship**

**Natalie Draper**

Overall quality of the class: 4.64

#### Summary:

The best aspects of this course included the interesting lectures, fun instructor, and appropriate pacing for beginners. Some students felt that the online homework (MFun) was time-consuming yet worth very little of the final grade. Suggestions to improve this course included an effective alternative to MFun and more practice with composition and musical dictations. Prospective students should expect a fair and manageable course, great for people who want to learn a basic knowledge of music.

### **AS.376.211.01**

#### **Music Theory I**

**John Crouch**

Overall quality of the class: 4.40

#### Summary:

The best aspects of this course included the small class size, interesting topics, and opportunities for students to practice what they'd learned during class. Some students felt that there weren't enough

listening exercises, and that reading straight from the textbook during class could be tedious. Suggestions to improve this course included activities to break up lectures, summarizing concepts from the text, and making the class more workshop-based. Prospective students are encouraged to have some background knowledge of music theory and to read the textbook each week.

**AS.376.211.02**

**Music Theory I**

**Travis Hardaway**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the engaging instructor, small class size, and ability to turn in assignments online via NoteFlight. Students especially appreciated the recital at the end of the course where they got to hear each other's compositions. Some students felt that the instructor could be disorganized, and often taught directly from the textbook, which could be tedious. Suggestions to improve this course included making lectures more organized and focused, and spending more class time workshoping compositions. Prospective students are encouraged to have a good understanding of roman numeral notation for chord function and inversions. The course covers these topics with slightly more depth than AP Music theory.

**AS.376.212.01**

**Music Theory II**

**Travis Hardaway**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the interesting lectures, small class size, and understanding, helpful instructor. Some students felt that the course could be a bit disorganized, and that feedback on assignments was difficult to read or understand. Suggestions to improve this course included providing clearer expectations and feedback on assignments, more organized lectures, and spending more time recognizing the purpose of theory principles instead of demonstrating them on the piano. Prospective students shouldn't underestimate the amount of work this course involves, and are encouraged to take advantage of the instructor's office hours as he is very helpful.

**AS.376.221.01**

**Musicianship I**

**Kip Wile**

Overall quality of the class is: 4.71

Summary:

The best aspects of this course included the intimate classroom setting, caring instructor, and interesting material. Some students felt that the class was scheduled poorly, resulting in the curriculum being finished early. This created an awkward gap between learning the new skills and then being tested on them on the final exam. Suggestions to improve this course included adjusting the pacing of the class to be more constructive, and adding in more intermittent assessments for students to gauge their progress. Prospective students should have a basic knowledge of music theory and notation, and know that they will be required to sing in front of the class.

**AS.376.222.01**

**Musicianship II**

**Kip Wile**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the patient, engaging instructor, use of in-class time to practice, and the quizzes to track students' grasp of the material. Some students felt that the class could get repetitive at times, particularly towards the end of the semester. Suggestions to improve this course included moving at a faster pace, as well as having longer class periods to allow for more practice to be done with the instructor. Additionally, it may be helpful to students with lesser piano skills to record the sample chord progressions and melodies and post them on Blackboard. Prospective students should expect to practice at least once a week and to have completed a theory I class.

**AS.376.242.01-03**

**Introduction to Popular Music**

**David Smooke**

Overall quality of the class: 4.62

Summary:

The best aspects of this course included the engaging lectures, efficient structure, and frequent posting of grades. Some students felt that the weekly listening quizzes were quite difficult, and that there were too many of them. Suggestions to improve this course included fewer quizzes, focusing on a wider variety of music, and more exercises on how to identify certain eras in music. Prospective students should expect weekly listening quizzes that require a good amount of preparation.

**AS.376.242.02****Introduction to Popular Music****Michael Rickelton, David Smooke**

Overall quality of the class: 4.88

**Summary:**

The best aspects of this course included the engaging lectures and interesting assignments. Some students felt that the TA did not always create a welcoming environment for discussion. Also, many found the weekly quizzes and amount of memorization required to be overwhelming. Suggestions to improve this course included having smaller discussion groups and less frequent listening quizzes that cover more material. Prospective students should expect to study for weekly listening quizzes and discuss social and cultural effects on popular music. Making playlists of all the music at the beginning of the semester is said to be helpful.

**AS.376.250.01****Introduction to Computer Music****Samuel Burt**

Overall quality of the class: 4.44

**Summary:**

The best aspects of this course included the passionate instructor and creative freedom the projects allowed. Some students felt that the listening quizzes were often difficult to study for, and that the projects required a lot of out of class work that was difficult without consulting a professor. Suggestions to improve this course included spending less time on the history of computer music and more time on the producing aspect, as well as ensuring that each student properly understands the material before moving on. Prospective students should expect fairly difficult listening quizzes for which they will have to study. There will be programming in this class but prior programming knowledge is not required.

**AS.376.252.01****Jazz History****Ian Sims**

Overall quality of the class: 4.68

**Summary:**

The best aspects of this course included the requirement to attend jazz performances around the city and the straightforward instructor. Some students felt that the lectures were not particularly engaging, and that the listening quizzes could be tough. Suggestions to improve this course included restructuring

the lecture, focusing more deeply on a smaller number of artists, and offering in-class quizzes. Prospective students should expect an interesting course in music history, with no prior jazz experience required.

**AS.376.303.01**

**Musical Theater from Aristophanes to Leonard Bernstein**

**Susan Weiss**

Overall quality of the class: 4.75

**Summary:**

The best aspects of this course included the enthusiastic, engaging instructor and the musical as a final project. Some students felt that there was a lack of structure in the course, and that there wasn't enough time to properly rehearse and put together the final project. The readings could also be tedious at times. Suggestions to improve this course included budgeting more time to prepare for the final, preparing discussion questions for each reading, and shortening the readings overall. Prospective students should expect a fascinating, discussion-based class with a low workload but lots of reading. The final project is a musical performance but each student chooses their role so they won't necessarily have to sing if they don't want to.

**AS.376.371.01**

**Introduction to Music Cognition**

**Monica Lopez-Gonzalez**

Overall quality of the class: 4.06

**Summary:**

The best aspects of this course included the experienced, passionate instructor and lively class discussions. Some students felt that the bi-weekly evaluations could be a little confusing, and they unsure whether to focus on the details or the 'big picture'. Some also expressed concern that the field was very theoretical at this stage, but that has to do more with the topic than the actual course. Suggestions to improve this course included a clearer and more structured grading system, better readings, and a review session to highlight the core facts of music cognition. Prospective students are encouraged to participate in class and ask questions, as the course is very theoretical and the grade is participation-based.

**NEAR EASTERN STUDIES DEPARTMENT**

**AS.130.101.01**

**Ancient Near Eastern Civilizations**

**Glenn Schwartz**

Overall quality of this course: 4.00

Summary:

The best aspects of this course included the interesting material and knowledgeable professor. Some students felt that the readings were too heavy and sometimes seemed superfluous. Suggestions for improvement included more group discussions incorporated into the lecture, more small graded assignments to evenly distribute the grading, and having a more streamlined curriculum. Prospective students should expect a course that is more archaeology than history, with heavy readings and only three graded assignments.

**AS.130.105.01**

**Freshman Seminar: Sex, Drugs, and Rock & Roll in Ancient Egypt**

**Betsy Bryan**

Overall quality of this course: 4.40

Summary:

The best aspects of this course included the interesting material, knowledgeable professor, and lively class discussions. Some students felt that the readings could be technical and tedious, the essay prompts were vague, and the feedback on assignments was lacking. Suggestions for improvement included a reduction in readings and providing more concrete feedback on essays. Prospective students should expect a fascinating, reading-heavy class. Prior knowledge of Ancient Egypt is beneficial but not required.

**AS.130.106.01**

**Freshman Seminar: Ancient Empires**

**Jacob Lauinger**

Overall quality of this course: 4.58

Summary:

The best aspects of this course included the passionate professor, interesting readings, and lively class discussions. Some students felt that the readings were often lengthy, making it difficult to absorb all of the important points from them. Suggestions for improvement included restructuring the syllabus so that all of the topics could be fully covered in detail, and having meetings before essays instead of after them. Prospective students should expect a fascinating class that is great for helping develop their writing skills.

**AS.130.110.01****Introduction to Archaeology****Christopher Brinker**

Overall quality of this course: 4.04

**Summary:**

The best aspects of this course included the engaging lectures, passionate professor, and interesting slides that were made available online for study. Some students felt that the readings weren't always discussed enough in the lecture, and that there were not enough graded assignments. Suggestions for improvement included adding some smaller grades, discussing readings in class, and having a more straightforward, organized syllabus. Prospective students should have an interest in archaeology and know that there is a heavy amount of reading and memorization involved in this course.

**AS.130.135.01****Pyramids, Temples and Tombs****Betsy Bryan**

Overall quality of this course: 4.57

**Summary:**

The best aspects of this course included the fascinating lectures, knowledgeable professor, and interviews with Egyptologists. Some students felt that there was a lot of material to cover, making the class seem rushed. Additionally, the reading could be overwhelming and the feedback on papers was lacking. Suggestions for improvement included providing clear and specific guidelines for essay prompts, and more feedback on the essays themselves. More content on slides and overall less reading was also suggested. Prospective students should be prepared for a fascinating, reading-heavy course with no background necessary.

**AS.130.140.01****Hebrew Bible / Old Testament****Theodore Lewis**

Overall quality of this course: 4.62

**Summary:**

The best aspects of this course included the enthusiastic professor, number and variety of graded assignments, and purposeful homework. Some students felt that the class was rushed, and that there was not enough time to cover all of the material. Suggestions for improvement included focusing on less content each week, a more manageable and less memorization-heavy workload, and meeting more

times per week. Prospective students should expect to memorize large amounts of material and gain a historical context of religion. Attending the lectures is imperative for doing well in this course.

**AS.130.174.01**

**Scientists and Soothsayers: The Pursuit of Knowledge in Ancient Egypt**

**Katherine Davis**

Overall quality of this course: 5.00

This class had 5 or fewer comments.

**AS.130.300.01**

**History Anc Mesopotamia**

**Paul Delnero**

Overall quality of this course: 4.71

Summary:

The best aspects of this course included the knowledgeable professor, challenging readings, and fascinating course material. Some students felt that the combined graduate/undergraduate course was difficult, and that the class period was too long, making it hard to focus. Additionally, the PowerPoints were lacking in text and the readings could be dense. Suggestions for improvement included meeting twice a week, more class discussion, and providing more information on the PowerPoint slides. Prospective students should know that this class can be dense at times but is ultimately fascinating and taught in a way that is very accessible.

**AS.130.312.01**

**Ancient Medicine**

**P McCarter**

Overall quality of this course: 3.17

Summary:

The best aspects of this course included the pre-lecture handouts available on Blackboard and the essay questions being given out before the exam. Some students felt that there weren't enough graded assignments, and that the lectures were often not engaging. Suggestions for improvement included lectures with PowerPoints or more visual aids, and more discussion and interactive activities during class. Prospective students should be aware that the grade is determined by only two assignments, and be prepared to do a lot of reading.

**AS.130.323.01****Cleopatra's Egypt: Ptolemaic-Roman Egypt****Richard Jasnow**

Overall quality of this course: 3.20

**Summary:**

The best aspects of this course included the small class size and free-form discussions. Many students agreed that the class was extremely disorganized and unstructured. The professor would send emails at all hours with new assignments due the next class, often with less than 24 hours' notice. It was unclear whether or not there was going to be a final until more than halfway through the semester, and the feedback on papers was vague. Suggestions for improvement included seriously restructuring the course, giving students concrete feedback and expectations for assignments, and sticking to the syllabus. Prospective students should expect an interesting class, but be prepared for major changes to the syllabus.

**AS.130.330.01****The Garden of Eden****Ellen Robbins**

Overall quality of this course: 3.63

**Summary:**

The best aspects of this course included the fascinating discussions and knowledgeable professor. Some students felt that the reading and workload was disproportionately heavy, making it difficult to absorb all of the information at once. Many also received little to no feedback on their work and were unsure of how they were doing in the class. Suggestions for improvement included making the class a Writing Intensive credit, assigning less reading at once, giving the blog post assignments a word count range, and greater transparency with grading. Prospective students should expect a large time commitment outside of class, and know that most of the assignments are in the form of blog posts.

**AS.130.354.01****Archaeological Method and Theory****Michael Harrower**

Overall quality of this course: 4.50

This class had 5 or fewer comments.

**AS.130.378.01**

**Geoarchaeology: Applications of Earth Science to Archaeology**

**Michael Harrower**

Overall quality of this course: 4.33

This class had 5 or fewer comments.

**NEUROSCIENCE DEPARTMENT**

**AS.080.105.01.FA16**

**An Introduction to Neuroscience**

**Stewart Hendry**

Overall quality of the class: 4.72

Summary:

The best aspect of the course was the professor's ability to convey complex concepts in a very engaging manner. Students enjoyed the material, and appreciated the minimal workload and lack of a textbook. The worst aspects of the course included the late afternoon time slot, and the large amount of required memorization. Several students also commented that lecture recordings were not available. Suggested improvements include changing the time slot, always having lecture recordings, more group review sessions prior to exams, and more quizzes or homework assignments week to week. Future students should know that this course is challenging, and attending lectures and studying outside of class are pertinent to being successful.

**AS.080.250.01-04.FA16**

**Neuroscience Laboratory**

**Linda Gorman; Jason Trageser**

Overall quality of the class: 4.58

Summary:

The best aspects of the course were the hands-on nature of the lab work, as well as the casual atmosphere within the lab. The worst aspects of the course were the practicals and exams, which many students highlighted as difficult. Suggested improvements include a more organized laboratory manual, a more streamlined way to study for the practicals, review sessions, and photographic labelled diagrams. Future students should know there is a light workload and the lab is fun. Some prior background in neuroscience is helpful.

**AS.080.305.01.FA16**

**The Nervous System 1**

**Stewart Hendry; Haiqing Zhao**

Overall quality of the class: 4.42

Summary:

The best aspects of the course were the engaging professors and great TA support. Students also praised the abundance of resources available to aid them in learning effectively (lecture notes, slides, recordings, and more). The worst aspects of the course were the heavy workload, difficult exams, and unclear expectations for test questions and grading. Many students also complained of not being able to hear or understand the lecturers. Suggested improvements include having recorded lectures, and clearer exam questions. Future students should know the course is a lot of work and requires a lot of reading and memorizing, and it is important to keep up.

**AS.080.308.01.FA16**

**Neuroeconomics**

**Jason Trageser**

Overall quality of the class: 4.44

Summary:

The best aspects of the course were the engaging professor, interesting course material, and the application of neurological mechanisms to everyday economic and choice decisions. The worst aspects of the course were the exams and difficult-to-understand papers. Suggested improvements include more exam preparation such as practice problems, review sessions, or a study guide. Future students should know this course is fun, and a background in neuroscience would be helpful. This course requires memorization, and students recommend studying a week in advance of exams.

**AS.080.310.01.FA16**

**Synaptic Function and Plasticity**

**Alfredo Kirkwood; Hey-Kyoung Lee**

Overall quality of the class: 5.00

Summary:

The best aspects of the course were the passionate, knowledgeable professors and interesting course material. Students appreciated the focus on primary literature, as well as applications of synaptic plasticity to disease and behavior. The worst aspects of the course were the few available resources aside from the lecture slides, a lack of learning objectives and review material, and unclear expectations around participation. Suggested improvements include more lectures on applications of synaptic plasticity in disease or other areas of neuroscience. Adding a review of a specific paper, slides with more core concepts, and more disease models would also be appreciated. Another suggestion involved providing a summary of topics covered versus unanswered questions at the end of each lecture. Future students should know that a background in neuroscience would be helpful.

**AS.080.317.01.FA16**

**Developmental Neurobiology: Signaling in Development and Disease**

**Rejji Kuruvilla**

Overall quality of the class: 4.57

Summary:

The best aspects of the course were the interesting materials, including the incorporation of recent journal articles, as well as the general overview of neuronal development. The worst aspects of the course were the small number of discussions about diseases of the nervous system, no lecture recordings, and the heavy emphasis on cell biology. Suggested improvements include more space to write on exam, and including more topics about the mechanisms and signaling pathways of the diseases of the nervous system. Other types of assignments and weekly review sessions would also be appreciated. Future students should know that a background in Nervous System I and II and Cell Biology would be helpful.

**AS.080.345.01.FA16**

**Great Discoveries in Neuroscience**

**Jay Baraban**

Overall quality of the class: 4.52

Summary:

The best aspects of the course were the interesting materials, great teaching, and student presentations. The worst aspects of the course were that some of the research papers were difficult to understand. Additionally, the grades were ambiguous and rarely posted. Suggested improvements include posting grades more frequently as well as having a clear syllabus. Future students should know that keeping up with the readings is necessary in order to do well. Prior background with the nervous system would be helpful.

**AS.080.348.01.FA16**

**Neuroeducation**

**Linda Gorman**

Overall quality of the class: 3.72

Summary:

The best aspects of the course were its flexible nature that allowed for exploration, student input, and collaboration. Students also enjoyed the guest lecturer. The worst aspects of the course included the lack of direction at times due to its flexible nature. In addition, deadlines and expectations were unclear. Suggested improvements include having a clearer framework, more guidance and guest speakers, and more involvement with scientific literature. Future students should know that the class is very interactive. Students should be flexible and open, especially because the field is new.

**AS.080.355.01.FA16**

**Visual System**

**Stewart Hendry**

Overall quality of the class: 4.89

Summary:

The best aspects of the course were the professor's lectures and overall enthusiasm. Students also liked the open note format for exams. The worst aspects of the course included the large amount of material covered, a heavy reading load, and slow grading. Suggested improvements include recorded lectures, more feedback, and more supplementary material to aid students' understanding of challenging topics. Future students should know that the class is challenging and requires effort to keep up.

**AS.080.360.01.FA16**

**Diseases and Disorders of the Nervous System**

**Stewart Hendry, Guy Mckhann**

Overall quality of the class: 4.73

Summary:

The best aspects of the course were the fascinating content and outside guest lecturers. The worst aspects of the course included the inconsistency in lecture style as it varied by guest, which proved challenging in students' grasp of the information. In addition, many students stated that lecture notes or PowerPoints were not put up in a timely manner prior to lectures, and exam expectations and questions were unclear. Suggested improvements include recorded lectures, more promptly handing out annotated PowerPoints, and more clarity on what will be on exams. Future students should know that the class is challenging, and having some background from Nervous System is helpful.

**AS.080.366.01.FA16**

**Neuroscience of Pain**

**Hita Adwanikar**

Overall quality of the class: 3.46

Summary:

The best aspects of the course were the interesting material and the information covered by research articles. The worst aspects of the course were the overall lack of feedback, and the lateness of the feedback when it was given. Suggested improvements include more consistent grading and feedback, as well as more organization and transparency. Future students should know this course requires a lot of work, especially reading. Some understanding of basic neuroscience concepts is helpful.

**AS.080.370.01.FA16**

**The Cerebellum: Is it just for motor control?**

**John Desmond**

Overall quality of the class: 4.25

Summary:

The best aspects of the course were the cutting-edge material and engaging, thorough lecturers. The worst aspects of the course were that lectures were sometimes tedious or hard to follow. Suggested improvements include more paper discussion and primary literature, and focusing more time on cognitive aspects of the cerebellum. Future students should know this is an enjoyable class with a passionate lecturer. Basic neuroanatomy is sufficient background for this course.

**AS.080.401.01-02.FA16**

**Research Practicum: KEEN (Kids Enjoying Exercise Now)**

**Linda Gorman**

Overall quality of the class: 4.63

Summary:

The best aspects of the course were interacting and developing relationships with children. The worst aspects of the course were the location of, and transportation to KEEN on Sundays. Suggested improvements include not setting dates so early, offering students multiple orientation and exit session times, a closer location, and using more vans instead of Zipcars. Future students should know this is a wonderful, fun opportunity with a low time commitment. This course allows for the establishment of relationships by working with the same athlete each visit.

**AS.080.402.01.FA16**

**Teaching Practicum: Making Neuroscience Fun**

**Linda Gorman**

Overall quality of the class: 4.70

Summary:

The best aspects of the course were interacting with elementary school children and engaging students in learning about neuroscience. The worst aspects of the course were lack of feedback, and having to carry so many materials to each presentation. Suggested improvements include more feedback, more hands-on demonstrations, scheduling more visits and providing more training, and more organization. Future students should know MNF is a great opportunity to inspire children in Baltimore. This course provides an enriching experience while presenting about the nervous system at local elementary schools.

**AS.080.404.01.FA16**

**Research Practicum: HopKids – Children's Center**

**Linda Gorman**

Overall quality of the class: 4.45

Summary:

The best aspects of the course were the experiential learning opportunity in a clinical setting and playing with kids. The worst aspects of the course were the travel and schedule, as well as lack of structure.

Suggested improvements include more visits and options for times. Future students should know that the time commitment is about three hours and can conflict with other classes. It is a great opportunity to volunteer.

**AS.080.610.01.FA16**

**Research Practicum: HopKids – Kennedy Krieger Institute**  
**Linda Gorman**

Overall quality of the class: 4.30

Summary:

The best aspect of the course was the experiential learning opportunity with kids in a clinical setting. The worst aspect of the course was that there were only two opportunities to go to the site. Suggested improvements include more visits. Future students should know that the practicum is highly recommended, and students should be prepared to interact with children. This practicum is a must for anyone considering a career in medicine.

**PHILOSOPHY DEPARTMENT**

**AS.150.112.01-04.FA16**

**Philosophical Problems**  
**Steven Gross**

Overall quality of the class: 4.00

Summary:

The best aspects of the course were the interesting topics and engaging lectures. The worst aspects of the course included the unit on time, low student participation, grading, and confusing structure. Some students also took issue with the heavy reading, and lack of expectations for assignments ahead of time. Suggested improvements include more structure in TA sections, a more clearly defined grading scale, more discussion, and more time to write essays. Students also suggested supplementing the readings with videos, podcasts, or other multimedia content. Future students should know that no philosophical background is needed, and this is a good survey course.

**AS.150.116.01.FA16**

**Mortal Questions**  
**David Lindeman**

Overall quality of the class: 4.86

Summary:

The best aspects of the course were the interesting readings and the lively in-class discussions. The worst aspects of the course were the heavy reading load, and the feedback on weekly posts. Suggested improvements to the course include shorter and/or more focused readings, or better preparation such as outlines. Future students should know that the reading load is heavy and sometimes dense, and that

the course is largely discussion-based. This is a great course for anyone who wants to read and understand philosophy better.

**AS.150.136.01-04.FA16**

**Philosophy & Science: An Introduction to Both**

**Peter Achinstein**

Overall quality of the class: 3.35

**Summary:**

The best aspects of the course were the interesting material, discussion sections, and very knowledgeable professor. The worst aspects of the course were the obtuse subject matter, and the repetitive lectures that were confusing to follow. In addition, exams were not explained or reviewed for in advance. Suggested improvements include more structured sections, and more organization with a clear schedule for the readings. Students also suggested more of an introduction to philosophy rather than solely focusing on scientific history, and covering fewer philosophers. Future students should know this course offers a good overview and integration of philosophy and science, as well a discussion of the validity of scientific methodology.

**AS.150.194.01.FA16**

**Freshman Seminar: Skepticism Ancient and Modern**

**Michael Williams**

Overall quality of the class: 4.55

**Summary:**

The best aspects of the course were the interesting concepts and knowledgeable, engaging professor. The worst aspect of the course was the challenging material, which meant that the professor had to spend a lot of time explaining the texts rather than allowing time for discussion. Essay prompts and grading were a little unclear. Suggested improvements include more discussion, more interesting essay topics, and more clarity on expectations for essay organization. Future students should know it is important to keep up with the readings, and no prior background is required.

**AS.150.201.01-03.FA16**

**Introduction to Greek Philosophy**

**Richard Bett**

Overall quality of the class: 4.36

**Summary:**

The best aspects of the course were the engaging lectures, the interactive discussion sections, and the professor's ability to explain complex concepts well. Students also praised the TAs' assistance. The worst aspects of the course were the heavy, confusing reading load, and some political bias. Suggested improvements include more interaction and discussion, more time spent on workshopping papers, clearer expectations, and more professor participation in grading. Future students should know that no

background in philosophy or classics is required, but it is helpful to know how to write a philosophy paper. Students should read the paper prompts early in order to know where to focus their attention.

**AS.150.219.01-12.FA16**  
**Introduction to Bioethics**  
**Hilary Bok**

Overall quality of the class: 3.60

Summary:

The best aspects of the course were the wide range of bioethical issues, and section discussions. The worst aspects of the course were the sometimes hard-to-follow lectures, not having lecture slides available, and heavy reading load. Suggested improvements include posting lecture slides, having more structured reading plans, and better explanations of assignments and the exam. Students also suggested more consistency in grading among TAs, more concise lectures, and inviting guest speakers. Future students should know there is a heavy reading load, and the discussion sections are interesting when you participate. This is a good introductory course to ethics in medicine.

**AS.150.223.01.FA16**  
**Formal Methods of Philosophy**  
**Justin Bledin**

Overall quality of the class: 4.07

Summary:

The best aspects of the course were the clear, useful material, stimulating discussions, fair workload, and effective class structure. The worst aspects of the course were that homework and exams weren't always fair assessments of what was introduced in class, and the reading load was heavy. Suggested improvements include clearer/more condensed lecture slides, more feedback on essays, and more current articles that are relevant to the topics. Future students should know this is a challenging, technical course. Some math experience is encouraged.

**AS.150.238.01.FA16**  
**Philosophy, Science Fiction, and Human Nature**  
**Josef Simpson**

Overall quality of the class: 4.44

Summary:

The best aspects of the course were the interesting and intellectually challenging material, as well as the instructor's passion and knowledge for the subject. Students also highlighted the open discussed-based format. The worst aspects of the course were the heavy reading and workload. Suggested improvements include more encouragement of student discussion and participation. Future students should know that it is important to keep up with the readings, and to come to class prepared for discussion.

**AS.150.317.01.FA16**

**Undergraduate Seminar for Philosophy Majors: Can Everything Be Explained?**

**Peter Achinstein**

Overall quality of the class: 2.63

Summary:

The best aspects of the course included the interesting content and the fact that it fulfills a major requirement. The worst aspect of the course was the lack of structure and direction. Students commented that the syllabus did not have enough information, that readings were not made available in a timely manner, and that one paper was worth 100 percent of the grade. Suggested improvements include using a TA, making a set, more consistent syllabus, or having another professor teach the course. Future students should know that a background in philosophy is necessary.

**AS.150.326.01.FA16**

**Philosophy of Art**

**Anton Kabeshkin**

Overall quality of the class: 3.38

Summary:

The best aspects of the course were the interesting material and flexibility. Students enjoyed the discussions and the direction being tailored to their interests. The worst aspects of the course were the large amounts of reading, and the misleading course title and description. Students felt the course was focused mostly on Western art, and specifically Hegel. Suggested improvements include more grounding in the art side, and reading a larger variety of authors and texts. Future students should know that this course is centered on Hegel's aesthetics.

**AS.150.417.01.FA16**

**Kant's 'Critique of Pure Reason'**

**Eckart Forster**

Overall quality of the class: 4.89

Summary:

The best aspects of the course were the professor's expertise on Kant, as well as his clear lectures. The worst aspects of the course were the small classroom and dense readings. Suggested improvements include holding the class in a small lecture hall, having access to slides or lecture recordings, and having more thoroughly dissected arguments. Future students should know the subject matter is somewhat dense and difficult, but the course is worth taking. Previous knowledge of Kant is not required, but is helpful.

**AS.150.427.01.FA16**

**Aristotelian Philosophical Psychology**  
**Stephen Ogden**

Overall quality of the class: 4.62

Summary:

The best aspects of the course were the passionate, knowledgeable professor, his teaching style, and the interesting material. Students appreciated the array of readings. The worst aspects of the course were the challenging readings and material, which would sometimes cause discussions to stall. Suggested improvements include organizing the readings a bit differently, and perhaps reading more Aristotle before taking up secondary material. Future students should know that the course is interesting, and that there is a good amount of reading.

**AS.150.433.01.FA16**  
**Philosophy of Space and Time**  
**Robert Rynasiewicz**

Overall quality of the class: 4.42

Summary:

The best aspects of the course were the interesting topics, as well as the professor's knowledge and investment in students' learning. The worst aspects of the course were the weekly workload, and discussions when the readings were difficult. Suggested improvements include incorporating more modern works, and either having prerequisites or a more relaxed atmosphere since many students were not philosophy majors or familiar with ontological arguments and their analysis. Future students should know the course is reading and writing intensive.

**AS.150.460.01.FA16**  
**Rawls and His Critics**  
**Hilary Bok; Dean Moyar**

Overall quality of the class: 4.14

Summary:

The best aspects of the course were the discussions and interesting material. The professors' expertise complemented one another well in the seminar. The worst aspects of the course were the amount of reading, as well as the lack of structure during discussions. Suggested improvements include a little more structure, and a slower pace to fully cover the topics. Future students should know there is a good deal of reading, and a background in philosophy is recommended.

**AS.150.476.01.FA16**  
**Philosophy and Cognitive Science**  
**Jonathan Flombaum; Steven Gross**

Overall quality of the class: 4.50

Summary:

The best aspects of the course were the interesting material, discussion, and students' ability to choose the papers read for the course. The worst aspects of the course were the heavy reading load, late timing in handing out the readings, and lack of timely feedback. Suggested improvements include providing more background and review of the readings, as well as handing out the readings sooner. More feedback and a more structured syllabus would also be beneficial. Future students should know this is a great course with great professors. Students should plan out their time to accommodate the reading load.

**PHYSICS AND ASTRONOMY DEPARTMENT**

**AS.171.101.01-10.FA16**

**General Physics: Physical Science Major I**

**Morris Swartz**

Overall quality of the class: 3.24

Summary:

The best aspects of the course were the fun lectures, live demonstrations, and the Flip It Physics online pre-lectures. The worst aspects of the course were difficult homework, some ineffective TA sections, difficult exams, lack of feedback, and not enough thorough explanation of the material. Suggested improvements include greater explanation of concepts rather than lectures merely recapping the Flip It Physics lessons, problems more comparable to exam content, and more manageable exams. Having more structured TA sections with more teaching rather than just quizzes and problems would also be beneficial. Future students should know there is an active learning section and a traditional lecture section. The exams are very difficult, so it is recommended to do many practice problems, watch and take notes on all pre-lectures, or seek help on the fourth floor of Bloomberg. It is also very helpful to have a background in physics and calculus.

**AS.171.102.01-06.FA16**

**General Physics: Physical Science Majors II**

**Petar Maksimovic**

Overall quality of the class: 4.21

Summary:

The best aspects of the course were the engaging professor, interactive lectures, excellent demonstrations, and real world examples. Students also praised the written homework assignments and Flip It Physics pre-lectures. The worst aspects of the course were the amount of material, pre-lectures that weren't always in sync with class topics, and the overall fast pace and heavy workload. Suggested improvements include making clicker questions not graded on accuracy, more written homework in place of online homework, and matching Flip It Physics material to in-class lectures. Making Calculus III a prerequisite, better exam spacing, and a lighter workload during test weeks was also suggested. Future students should know this challenging course has a heavy workload, but one can succeed with effort. It is helpful to have previous experience with Physics E&M, and a minimum of Calculus II. It is also recommended that students meet with someone one-on-one to discuss material.

**AS.171.103.01-10.FA16****General Physics I for Biological Science Majors****Collin Broholm**

Overall quality of the class: 3.78

## Summary:

The best aspects of the course were in-class demonstrations, real-world applications of physics problems, engaging professor, and entertaining lectures. The worst aspects of the course were the greatly varied TA sections, difficult homework and exams, the heavy workload, and clicker questions. Suggested improvements include grading based on concepts and students' understanding of physics rather than mathematical ability, as well as more intuitive homework assignments and exams. Better time management when presenting material, tailoring lectures to teach concepts rather than derivations, and more exam-like questions during lecture was also suggested, along with less homework and more consistent teaching assistants. Future students should know that clickers, participation and homework can really alter one's grade. This course involves a fair amount of algebra and calculus, and it is important to read the textbook as not all concepts are covered in class. Prior background in physics is helpful, and students recommend starting a study group.

**AS.171.105.01-02.FA16****Classical Mechanics I****Daniel Reich**

Overall quality of the class: 4.66

## Summary:

The best aspects of the course were the professor's thorough explanations of concepts, helpful TA review sessions, in-class demonstrations, and the sense of community among students while solving problem sets and learning together. The worst aspects of the course were the high level of math, long, challenging homework assignments, and not learning Mathematica and Matlab until near the end of the semester. Suggested improvements include more lenient grading on homework, working on more problems in class, more feedback, and more effective use of time in section. Future students should have taken Calculus II. This class is rigorous and moves quickly, and students interested in STEM should take it.

**AS.171.107.01-04.FA16****General Physics for Physical Sciences Majors (AL)****Robert Leheny**

Overall quality of the class: 4.01

## Summary:

The best aspects of the course were prelectures, demonstrations, group problems, and the active learning approach that allows one-on-one communication with the professor and TAs. The worst

aspects of the course included the difficult homework load and tests, group problems being left incomplete, and the lack of feedback from TAs on homework. Additionally, lectures that covered basic theory but didn't discuss how to apply it to complex problems was an issue for some students. Suggested improvements include a lighter homework load, more practice problems similar to test difficulty, and a slower pace. Future students should know this course is challenging and time-consuming, and requires a solid math background as well as regular studying and practice to fully learn the concepts. The textbook is not required but recommended as a valuable resource. Students should do all class problems to stay on top of the material.

**AS.171.107.05-08.FA16**

**General Physics for Physical Sciences Majors (AL)**

**Rosemary Wyse**

Overall quality of the class: 3.23

Summary:

The best aspects of the course were the in-class demonstrations, independent learning style, amount of graded material and feedback, and hands-on environment. The worst aspects of the course were difficult exams and homework, and a lack of depth in lectures and explanations. Suggested improvements include more practice for the exams, assigning and discussing more problems of test-level difficulty, and greater explanation from the professor. Future students should know this course is intellectually challenging, and more hands-on than the lecture. Some background in physics is recommended, and students should use the physics help room.

**AS.171.113.01.FA16**

**Subatomic World**

**Barry Blumenfeld**

Overall quality of the class: 4.16

Summary:

The best aspects of the course were the enthusiastic professor's interesting and funny lectures, and his ability to break down complicated subatomic processes and esoteric phenomena into easy to understand concepts. Students also appreciated the fact that the course did not require extensive calculation problems. The worst aspects of the course included the complicated material at the end of the semester, homework that didn't resemble the material on the tests, and the lack of feedback. Suggested improvements include homework that is more closely related to exam questions, more demonstration, a shorter paper or a different final assignment, making notes or study guides available, and having a review session. Future students should know this is a great class, which is more history based without an intensive math portion. No background is required, and exams are based on the notes, so it is important to attend all classes.

**AS.171.127.01-02.FA16**

**Freshman Seminar: The Unsolved Mysteries of the Cosmos**

**Mudbi Rahman**

Overall quality of the class: 4.20

**Summary:**

The best aspects of the course were the fascinating material, the knowledgeable and engaging professor, assignments that allowed for creativity, and the small group discussion setting. Students enjoyed the flexibility of the content, and being able to guide the conversation. The worst aspects of the course were the small number and spacing of graded assignments, as well as the lack of clear connection between the assignments and concepts discussed in lecture. The grading also seemed unclear or subjective. Suggested improvements include more opportunities for grades, including more pictures in the slides, forming connections between assignments and course material, and a more evenly distributed workload. Future students should know this is a fun, engaging class, and no background is assumed.

**AS.171.201.01-02.FA16****Special Relativity/Waves****Nadia Zakamska**

Overall quality of the class: 4.23

**Summary:**

The best aspects of the course were the compelling material, useful homework, the breadth of the course, and textbooks. Students also appreciated the support structure, including TAs in section and office hours. The worst aspects of the course included too many lab assignments instead of problem sets, mathematics being done quickly and at a high level, and not enough feedback on homework and tests. Students also commented that the two sections on special relativity and waves seemed very unrelated. Suggested improvements include a better balance between labs and problem sets, a text written specifically for the waves section of the course, and easier homework and labs. Separating special relativity and waves into two courses and having a separate meeting for labs would also be beneficial; as well as the teacher organizing her notes into a textbook-like source for the waves portion, and having lecture summaries available online. Future students should know this course covers a lot of material, and the professor is highly recommended. Students should have some background in linear algebra and differential equations, know the Taylor Series well, and learn how to use Mathematica.

**AS.171.205.01.FA16****Introduction to Practical Data Science: Beautiful Data****Sandor Szalay**

Overall quality of the class: 3.37

**Summary:**

The best aspects of the course were its uniqueness and mixture of physics, math, and data science. Students also appreciated the knowledgeable and accessible professor, who broke down complex concepts into simple steps and was always available to help. The worst aspects of the course were the required background knowledge of probability, statistics, linear algebra, programming and physics.

Additionally, there was a lack of study material and feedback, too fast a pace, and assignments beyond the level of what was taught in class. Suggested improvements include providing more study materials and feedback, and requiring more prerequisites in the subjects listed above. Spending classroom time coding interactively would also be beneficial. Future students should know this is not a 200-level "non major" course, and it requires a basic knowledge of probability, statistics, linear algebra, computer science and calculus. Students should also feel comfortable in Python, and programming experience useful.

**AS.171.301.01-02.FA16**  
**Electromagnetic Theory II**  
**Andrei Gritsan**

Overall quality of the class: 3.90

Summary:

The best aspects of the course were the good introduction to electromagnetic theory, the professor's willingness to adjust the course according to feedback, and the organization of the course. Students also appreciated the great textbook and exams that were the same level of difficulty as the homework. The worst aspects of the course were the rigorous, difficult texts, and the speed of the content after the midterm. Suggested improvements include using section as part of review and having more group work, covering fewer topics with more depth, and including more visual aids and discussion of concepts in lecture. Future students should know lectures cover a lot of material, it is important to review notes and the textbook before and after lectures. Students should have a solid background with vector calculus, and avoid taking this course with other heavy load classes.

**AS.171.303.01.FA16**  
**Quantum Mechanics I**  
**Chia Ling Chien**

Overall quality of the class: 4.61

Summary:

The best aspects of the course were the interesting material, engaging homework, and the textbook. Students also appreciated the informative and entertaining professor, and sections that helped with problem solving. The worst aspects of the course were the lack of review before the midterm, and that the midterm was too long for the time allotted. Additionally, the homework often did not match up with concepts covered in class. Suggested improvements include better communication between the TA and professor, doing problems during section, less lecture, a better textbook, and a list of problems from the textbook that would be helpful for the midterm. Future students should know homework can be difficult, and they should take advantage of office hours. Students should have knowledge of linear algebra, wave mechanics, Gaussian integrals and transcendental functions, and Calculus III.

**AS.171.310.01.FA16**  
**Biological Physics**

**Mark Robbins**

Overall quality of the class: 3.52

**Summary:**

The best aspects of the course were the fascinating material, helpful TA, and approaching biology from physics logic. Students also appreciated the indirect learning of how to think physically. The worst aspects of the course were the confusing textbook, the lack of structure, and problem sets not matching the difficulty of the exams. Suggested improvements include more structure and connection between subjects, a more helpful textbook, going through applications rather than derivations in class, more labs, and framing the math in its biological relevance. Future students should know this course has a significant workload. A solid background in probability and statistics, and physical chemistry is recommended.

**AS.171.312.01.FA16****Statistical Physics/Thermodynamics****Norman Armitage**

Overall quality of the class: 4.41

**Summary:**

The best aspects of the course were the textbook, great lectures, the reasonable homework and exams, and the steady pace. The worst aspects of the course were the time-consuming homework and ineffective section meetings. Suggested improvements include a more discussion-based TA section, more practice problems for exams, and more time spent on the material in the second portion of the course. Future students should know the workload for this course is typical for a physics course. Students usually take Quantum I and E&M II prior to this course, but the course is appropriate for non-physics majors.

**AS.171.321.01.FA16****Introduction to Space, Science, and Technology****John MacKenty; Stephan McCandliss**

Overall quality of the class: 3.57

**Summary:**

The best aspects of the course were the guest lectures, team project, and field trip to APL. Students also appreciated the real-world applications of the homework and the knowledgeable professors. The worst aspects of the course were the overall disorganized course structure, dry lectures, and confusing problem sets and guidance on the final project. Suggested improvements include a more coherent class structure, gearing the lectures toward the mission project, and more synchronization of lecture topics. Providing more textbook readings, and problem sets, and a grading rubric was also suggested. Future students should know this course involves a semester-long group project, which requires a significant amount of time outside of class. This is a great course for those interested in space science, and Physics I and II is useful later in the semester.

**AS.171.333.01.FA16****Planets, Life and the Universe****Jocelyne Diruggiero; Naomi Levin; Colin Norman**

Overall quality of the class: 4.00

**Summary:**

The best aspects of the course were the guest lecturers, the enthusiastic, flexible instructors, open-note exams, and creative assignments. The worst aspects of the course were the time-consuming movie project, lack of feedback, and some repetitive lectures. Suggested improvements include more one-on-one meetings for the projects, adding more lectures on the "life" part of the course, and more feedback on the final project throughout the semester. Future students should know this course requires a group project. A background in physics, biology, or earth and planetary sciences is very helpful.

**AS.172.203.01.FA16****Contemporary Phys Sem****Natalie Drichko**

Overall quality of the class: 4.04

**Summary:**

The best aspects of the course were the variety of presentations, and exploring contemporary topics in physics. The worst aspects of the course were the weekly abstracts, emphasis on condensed matter topics, and unclear expectations of student presentations. Students felt they often had not acquired the necessary background to understand the complex physics topics covered in the presentations. Suggested improvements include more feedback, formal instruction, and time to write abstracts, as well as guest lecturers. A presentation of fundamental principles in advanced physics to help understand the presentations would also be helpful. Future students should know the presentation is the entire class. No background is required, but this course is intended for physics majors and minors, as demonstrated by the complex presentation topics.

**AS.173.111.01-23.FA16****General Physics Laboratory I****Chia Ling Chien; Jonathan Mumford**

Overall quality of the class: 3.05

**Summary:**

The best aspects of the course were the fun, hands-on work in the labs, applying knowledge of General Physics I to actual demonstrations, and the concise lab manual. The worst aspects of the course were the lack of feedback, unclear grading, and time-consuming lab reports. Suggested improvements include more instruction on what each lab requires for a report, more time to complete lab reports, better feedback, and more focus on physics. Future students should have a strong background in Excel and basic knowledge in statistics and physics concepts. There is a strong emphasis on error analysis, and lab reports are due 24 hours after class.

**AS.173.112.01-06.FA16**  
**General Physics Laboratory II**  
**Chia Ling Chien; Jonathan Mumford**

Overall quality of the class: 3.20

Summary:

The best aspects of the course were learning about the laboratory procedures and equipment, and the entertaining and educational nature of the lab. The worst aspects of the course were the lack of feedback, and lab reports being due within 24 hours. Suggested improvements include shorter lab reports, clearer instruction, and focusing more on physics concepts rather than data collection. Future students should understand the formulas being used while conducting experiments so they know what to look for. Some background with data analysis and using programs such as Excel are recommended.

**AS.173.115.01.FA16**  
**Classical Mechanics Laboratory**  
**Chia Ling Chien; Jonathan Mumford**

Overall quality of the class: 4.24

Summary:

The best aspects of the course were the detailed feedback on labs, real-world applications, excellent introduction to the basics of classical mechanics, and the complexity and variety of experiments. The worst aspects of the course were the difficult labs, the tedious lab reports, and the heavy workload for a 1-credit course. Suggested improvements include either assigning less work or giving more credit for the course. Shorter labs so that reports can be finished during the class period, more consistent grading, and explicit instruction on common error propagation techniques would also be helpful. Future students should know the labs are fun, but the lab reports are time-consuming. It is important to read the book and labs ahead of time.

**POLITICAL SCIENCE DEPARTMENT**

**AS.190.101.01-07**  
**Introduction to American Politics**  
**Benjamin Ginsberg**

Overall quality of this course: 3.36

Summary:

The best aspects of this course included the informative discussions and light workload. Most students agreed that the professor's lectures were tangential, disorganized, and often irrelevant to the lesson. Additionally, graded assignments were unclear and returned slowly, and the midterm was structured poorly. Suggestions for improvement included having much more structured and relevant lectures with

PowerPoints to accompany them, sticking to the weekly reading topics, and focusing more on political institutions than culture. Adding in some smaller graded assignments and making clear what to study for the exam was also suggested. Prospective students should expect a fairly easy course whose quality depends mostly on the TA of their section. They are encouraged to keep up with the readings.

**AS.190.111.01-06**

**Introduction to Global Studies**

**Renee Marlin-Bennett**

Overall quality of this course: 3.54

Summary:

The best aspects of this course included the section discussions, interesting course content, and availability of lecture material online. Many students agreed that the professor's lectures were often rambling, irrelevant, and hard to follow. Additionally, there was a heavy reliance on the textbook and the subjects covered were too broad and abstract. Suggestions for improvement included having more structured, concise, and relevant lectures. Additionally, more specific and tangible examples of global politics would be beneficial. Prospective students should expect an interesting and reading-heavy course. It is more important to attend the sections than the lectures.

**AS.190.227.01-08**

**U.S. Foreign Policy**

**Sebastian Schmidt**

Overall quality of this course: 4.09

Summary:

The best aspects of this course included the engaging lectures and knowledgeable professor. Some students felt that the midterm was incredibly rushed and the ID questions too specific. Many also took issue with the lengthy readings, few graded assignments, and broad range of topics covered. Suggestions for improvement included having fewer, more concise readings, more graded assignments other than exams, and better discussion on the readings in class. Prospective students should be prepared to do the heavy readings for this course. Foreign policy experience is not required, but an interest in it is necessary. Experience is highly dependent on the quality of the section's TA.

**AS.190.302.01**

**How to be a Capitalist**

**Samuel Chambers**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the helpful, knowledgeable professor, well-designed syllabus, and interesting material. Some students felt that the readings could be long and dry, and that feedback on assignments was untimely. Suggestions for improvement included meeting more times per week for shorter classes and providing quicker feedback on assignments. Prospective students should be prepared to keep up with readings and assignments and approach econ from a very different perspective.

**AS.190.317.01**

**Race and Segregated Time**

**Philip Brendese**

Overall quality of this course: 4.44

Summary:

The best aspects of this course included the engaging professor and TA, great readings, and interesting topics covered. Some students felt that the grading was harsh and disorganized, not following the syllabus dates or allowing enough time to complete some of the essays. Additionally, some students found the class to be confusing. Suggestions for improvement included returning assignments on time, more discussion and less lecture, and more clear, concise readings. Prospective students should expect a challenging but enjoyable and thought-provoking course.

**AS.190.318.01**

**Political Monsters**

**Philip Brendese, Samuel Chambers**

Overall quality of this course: 3.85

Summary:

The best aspects of this course included the enlightening discussions, engaging professors and depth of the material. Some students felt that the expectations for assignments were unclear, the grading harsh, and feedback lacking and untimely. Additionally, many agreed that the readings were too long, and the content of the course could be confusing and bloated. Suggestions for improvement included providing a clearer syllabus and assignments, lightening the reading load, and providing better and more timely feedback on essays. A more specific and clearly stated focus for the class was also suggested. Prospective students are encouraged to keep up with the readings, and be aware of the weekly writing assignments.

**AS.190.326.01-02**

**Democracy and Elections**

**Richard Katz**

Overall quality of this course: 3.59

Summary:

The best aspects of this course included the relevant material and incredibly helpful TA. Many students agreed that the professor's lectures were unhelpful and confusing, spending most of the class reading from his notes. Additionally, the reading was described as too heavy and dense. Suggestions for improvement included seriously restructuring the lectures to be more concise, linear, and interactive, and possibly including more PowerPoint slides to go along with them. Prospective students should expect a reading-heavy course with a 20-page paper and two finals. Students should not be afraid to utilize the TA to help study for the exam.

**AS.190.329.01**

**National Security-Nuclear Age**

**Steven David**

Overall quality of this course: 4.78

Summary:

The best aspects of this course included the knowledgeable professor, great lectures, and well-organized lessons. Some students felt that the amount of required reading could be overwhelming, and that there were not many opportunities to improve their grades. Suggestions for improvement included lightening the reading load a bit, spacing out the big assignments more evenly, and including more graded assignments overall so that grades aren't so concentrated on a few big projects. Prospective students should expect a reading-heavy but fascinating class with few assignments.

**AS.190.382.01-02**

**Democracy and Development: Theory and Cases**

**Sebastian Mazzuca**

Overall quality of this course: 3.97

Summary:

The best aspects of this course included the passionate professor and in-depth lectures. Some students felt that the quizzes were disproportionately weighted, the readings irrelevant to the rest of class, and the sections disorganized and run ineffectively. Suggestions for improvement included analyzing more

case studies, less repetition in the lessons, and seriously reformatting the sections. Additionally, adding more quizzes with fewer questions that cover more specific topics would be beneficial. Prospective students are encouraged to pay attention during the lectures and take diligent notes.

**AS.190.384.01**

**Urban Politics & Policy**

**Lester Spence**

Overall quality of this course: 4.11

Summary:

The best aspects of this course included the engaging professor and interesting lectures. Some students felt that the readings were too long, and that there wasn't enough feedback or guidance on assignments. Additionally, many agreed that the class was a bit too theoretical, and would have preferred more information on current events. Suggestions for improvement included more thorough and timely feedback on papers, and shorter, more focused readings. Prospective students should expect an interesting and reading-heavy course with no background required.

**AS.190.387.01**

**Parties and Elections in America**

**Daniel Schlozman**

Overall quality of this course: 3.70

Summary:

The best aspects of this course included the relevant material and engaging lectures. Some students felt that the readings were too heavy, the guidelines for exams unclear, and the lectures a bit abstract. Suggestions for improvement included briefer readings, more time for discussions, and clearer grading guidelines. Prospective students should expect a fascinating course in which they will have to keep up with the readings.

**AS.190.394.01**

**Comparative Politics of the Middle East and North Africa**

**Sarah Parkinson**

Overall quality of this course: 4.85

Summary:

The best aspects of this course included the engaging professor, interesting readings, and well-formatted assignments. Most students agreed that the amount of reading was heavy, but also interesting and necessary. Additionally, the feedback on papers was untimely. Suggestions for improvement included returning graded papers before the next one is due, and having a larger portion of class devoted to the lecture. Prospective students are encouraged to keep up with the readings and participate in class discussions. No background is necessary to take this course.

**AS.190.396.01**

**Capitalism and Ecology**

**William Connolly**

Overall quality of this course: 4.75

Summary:

The best aspects of this course included the knowledgeable, passionate TA and professor, and interesting readings. Some students felt that the discussions were lacking. Additionally, the prompts for papers were overly elaborate, and students received little to no feedback on them. Suggestions for improvement included providing grades and feedback on presentations, cutting down the readings, and encouraging more discussion in class. Prospective students are encouraged to have a background in political science and know the basic mechanisms of climate change.

**AS.190.405.01**

**Food Politics**

**Adam Sheingate**

Overall quality of this course: 4.71

Summary:

The best aspects of this course included the well-facilitated discussions and knowledgeable professor. Some students felt that it was taught more like a public health class than a politics class. Additionally, the paper prompts were too broad, and the group projects assigned late, not giving students enough time to prepare. Suggestions for improvement included providing more lecture and political discourse, as well as being assigned more specific prompts and starting the final project earlier. Prospective students should expect to learn more about public health than politics, and are encouraged to do the readings.

**AS.190.412.01**

**Political Violence**

**Steven David**

Overall quality of this course: 4.93

Summary:

The best aspects of this course included the great lectures, dynamic class discussions, and insightful professor. Some students felt that the reading load was heavy, and that there was a lack of clarity as to what their grades were. Additionally, the final paper and exam being due on the same day was overwhelming. Suggestions for improvement included adding in more graded assignments and grading transparency, as well as scheduling the final differently or getting rid of it altogether. Prospective students should expect a challenging, reading-heavy, and participation-based class that is ultimately very rewarding.

**AS.190.431.01**

**Global Climate Governance**

**Bentley Allan**

Overall quality of this course: 4.70

Summary:

The best aspects of this course included the lively discussions and knowledgeable professor. Some students felt that the readings were heavy, and that the class discussion could be a bit unstructured. Suggestions for improvement included lighter, more spaced out readings and more structured discussions. Prospective students should have some background in government for this reading-intensive, discussion-based course.

**AS.190.432.01**

**Topics in Global Security Politics**

**Daniel Deudney**

Overall quality of this course: 5.00

Summary:

The best aspects of this course included the knowledgeable professor and interesting material. Some students felt that there wasn't enough discussion. Suggestions for improvement included adding in more class discussion, and giving more feedback on students' grades throughout the semester. Prospective students should not be deterred by the heavy readings, and be aware that two papers will comprise the majority of their grade.

**AS.190.438.01**

## **Violence and Politics**

**Benjamin Ginsberg**

Overall quality of this course: 4.58

### Summary:

The best aspects of this course included the interesting discussions and student-led presentations. Some students felt there wasn't enough feedback or graded assignments. Suggestions for improvement included adding in more graded assignments overall, and more transparency on grades throughout the semester. Prospective students should be ready to discuss and participate in class. The grade is based mainly on the final paper.

## **AS.190.443.01**

**Politics of Outer Space**

**Daniel Deudney**

Overall quality of this course: 4.20

### Summary:

The best aspects of this course included the in-depth lectures, interesting course material, and insightful professor. Some students felt that there was too much reading and not enough discussion, grades, or feedback. Suggestions for improvement included providing more time for discussion, evenly spaced out readings, and more overarching organization and structure to the class. Prospective students should expect a fascinating, reading-heavy course with grades based on two papers.

## **AS.191.117.01**

**The Limits of Tolerance? Nation-States, Immigration, and Islam in Europe**

**Meghan Luhman**

Overall quality of this course: 3.75

### Summary:

The best aspects of this course included the relevant course material and discussion-based lessons. Many students agreed that the readings could be long, complicated, and confusing. Suggestions for improvement included lightening and simplifying the reading load, and providing more in-class small-group activities. Prospective students should expect a very interesting course that requires heavy reading.

## **AS.191.118.01**

## **Organized Interests in American Politics**

**Devin Fernandes**

Overall quality of this course: 4.21

### Summary:

The best aspects of this course included the interesting subject matter and well-run discussions. Some students felt that the reading load was heavy, some content repetitive, and that the lecture sometimes was not very engaging. Suggestions for improvement included giving more dynamic lectures and providing more focused and concise readings. Prospective students should expect to read and write extensively.

## **AS.191.119.01**

### **Thinking Critically through the Global South**

**Tulio Zille**

Overall quality of this course: 4.90

### Summary:

The best aspects of this course included the engaging discussions and helpful professor. Some students felt that the readings were too dense, important terms were never defined, and that it was difficult to follow and take notes on the lectures. Suggestions for improvement included lightening and streamlining the readings, handing out key takeaways from the reading after each lecture, and introducing terminology at the beginning of the course. Prospective students should come to class ready to discuss and challenge their current perspectives.

## **AS.191.308.01**

### **Politics of the Ocean**

**Elizabeth Mendenhall**

Overall quality of this course: 4.67

### Summary:

The best aspects of this course included the engaging professor and thought-provoking content. Some students felt that the class was more scientific than political. Additionally, the readings were heavy and the grading harsh and unclear. Suggestions for improvement included more assignments and grading transparency, and providing more timely feedback on papers. Prospective students should expect an interesting course that is more scientific than political.

**AS.191.335.01****Arab-Israeli Conflict (IR)****Robert Freedman**

Overall quality of this course: 4.63

**Summary:**

The best aspects of this course included the passionate, engaging professor and interesting course material. Some students felt that the class was reading and lecture-heavy, and that the lectures were often confusing and hard to follow. Suggestions for improvement included less reading and lecture, making more time for discussion. More clear and comprehensive study guides, feedback, and guidelines for essays was also suggested. Prospective students should expect an interesting, in-depth examination of Arab-Israeli conflict. Diligently attending the lectures is encouraged.

**AS.191.342.01****Law and Social Change****Lauren Foley**

Overall quality of this course: 4.63

**Summary:**

The best aspects of this course included the thought-provoking lectures, passionate professor, and interesting class discussions. Some students felt that the readings were long and difficult to fully understand. Suggestions for improvement included adding more focused, concise readings, as well as more background on some of the more difficult concepts. Prospective students should expect a fascinating course with no background required to do well. Keeping up with the readings is highly encouraged.

**AS.191.345.01****Russian Foreign Policy (IR)****Robert Freedman**

Overall quality of this course: 4.41

**Summary:**

The best aspects of this course included the knowledgeable professor, well-formatted lectures, and current events discussions. Some students felt that there was too much information to process, and that the reading load was heavy and often unrelated to the lecture. Additionally, many agreed that the class focused more on history than politics. Suggestions for improvement included reducing the readings, tying more current events into the material, and meeting twice per week. Providing more guidelines and

practice writing policy papers was also suggested. Prospective students should expect a class that is more historical than political. A background in Russian history is beneficial but not required.

**AS.191.351.01**

**Toxic Bodies, Natural Contracts, and Wild Law: Topics in Nature and Law**

**Zachary Reyna**

Overall quality of this course: 4.50

Summary:

The best aspects of this course included the thoughtful, engaging professor and interesting material. Some students felt that the class could feel unfocused and confusing, and that the bigger picture and connections to the readings were often unclear. Suggestions for improvement included providing a stronger definition of natural law, as well as more guidelines for essays and readings. Focusing on the practical applications of the course material was also suggested. Prospective students should expect a complex and philosophical course that requires heavy reading and writing.

**AS.191.362.01**

**Covert Action in International Relation**

**Tarek Tutunji**

Overall quality of this course: 4.73

Summary:

The best aspects of this course included the interesting topics and enthusiastic professor. Some students felt that there was too much required reading. Suggestions for improvement included lightening the reading load bit and meeting for class twice a week. Prospective students are encouraged to keep up with the readings and participate in class discussions

**AS.191.372.01**

**Making Social Change**

**Shayna Strom**

Overall quality of this course: 4.60

This class had 5 or fewer comments.

**AS.191.375.01**

**Thinking Organizationally about Politics**  
**Steven Teles**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

**AS.191.376.01**  
**Public Policy Writing**  
**Phillip Longman**

Overall quality of this course: 4.50

This class had 5 or fewer comments.

**AS.191.379.01**  
**Thinking Strategically**  
**Karl Mueller**

Overall quality of this course: 4.60

This class had 5 or fewer comments.

**AS.191.382.01**  
**Thinking Economically**  
**Dean Baker**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

**AS.191.402.01**  
**Numbers, Pictures, Politics**  
**Lee Drutman**

Overall quality of this course: 3.20

This class had 5 or fewer comments.

## PSYCHOLOGICAL AND BRAIN SCIENCES DEPARTMENT

### **AS.200.101.01**

#### **Introduction to Psychology**

**Stephen Drigotas**

Overall quality of the class: 3.46

#### Summary:

The best aspects of this course included interesting lectures that offer a good overview of psychology, and a manageable workload. Some students felt that the class size was far too large, and that the exam questions were poorly worded and lacked relevance to the subject matter. A few students also noted that there were no lecture slides posted online, and that the course relied too heavily on memorization. Suggestions for improvement included adding more graded assignments such as quizzes, and providing review sessions before exams. Prospective students are advised that the course covers a lot of material, and that they will need to attend the lectures and take careful notes.

### **AS.200.132.01**

#### **Introduction to Developmental Psychology**

**Lisa Feigenson**

Overall quality of the class: 4.49

#### Summary:

The best aspects of this course included effective lectures that introduced interesting subject matter, an engaging instructor, and the videos that proved helpful. Some students felt that the final grade wasn't based on enough assignments, and that expectations on the writing assignments were unclear. A few students also noted that lectures would sometimes feel rushed at the end of class making note taking very difficult. Suggestions for improvement included posting lecture slides online, adding more graded assignments, and having a review session or practice questions to prepare for the exams. Prospective students are advised that they'll need to attend every lecture as there are no lecture notes, and that they should also be sure to read the assigned textbook.

### **AS.200.141.01**

#### **Foundations of Brain, Behavior and Cognition**

**Linda Gorman**

Overall quality of the class: 4.35

#### Summary:

The best aspects of this course included engaging and intellectually stimulating lectures, a fair grading system, and the availability of online resources for students to refer to when studying. Some students felt that the instructor had a habit of speaking at much too fast a pace during lectures, and that the amount of material that was covered in class was overwhelming. Suggestions for improvement included assigning homework so students can reinforce what they learn in class, and reducing the amount of material covered in the course. Prospective students are advised that there is no assumed background

knowledge of the material, and that they should be sure to attend all lectures and go over their notes outside of class.

**AS.200.163.01**

**Gamechangers: Conceptual Breakthroughs in Neuroscience**

**Shreesh Mysore**

Overall quality of the class: 4.75

Summary:

The best aspects of this course included the small class size that helped facilitate stimulating and open discussions, and student involvement including group work and presentations. Some students felt that making concept maps a mandatory assignment was more time consuming than helpful, and that the second half of the course depended too much on lecture rather than discussion. A few students also felt that the readings were dense and the amount of reading assigned on a weekly basis was sometimes overwhelming. Suggestions for improvement included having more time dedicated to class discussion, and allowing students to choose their own method of study rather than requiring concept maps. Prospective students are advised that no background in the subject is necessary, and that it is a heavily participation-based course so they should be prepared to engage in class discussions.

**AS.200.202.01**

**Forensic Psychology**

**Lawrence Raifman**

Overall quality of the class: 4.34

Summary:

The best aspects of this course included engaging lectures that benefited from the instructor's own personal experiences in the field, the additional resources provided online via Blackboard, and thought-provoking class discussion. Some students felt that the frequent quizzes were poorly written, and that there wasn't enough feedback given on the quizzes and exams. Students also felt that the lectures and the course notes sometimes didn't align, making it difficult to know what they should be studying. Suggestions for improvement included using Panopto to record the lectures for student review, and to better organize the Blackboard material so that students know what they are expected to know versus material that was supplemental. Prospective students are advised that the course focuses more on criminal law than might be expected, and that they should attend every lecture if they want to succeed.

**AS.200.204.01-02**

**Human Sexuality**

**Ann Jarema, Chris Kraft**

Overall quality of the class:

Summary:

The best aspects of this course included its interesting subject matter, engaging class discussions, and an approachable and knowledgeable instructor. Some students felt that there was a disconnect between material covered in lecture and material found on their exams. A few students also felt that they should have been warned about the content of the documentary that was screened in class. Suggestions for improvement included giving more feedback on their work, and offering students more time to discuss the material covered. Prospective students are advised that they should come to this class with an open mind and be prepared to discuss topics that might, at times be taboo or uncomfortable.

**AS.200.207.01-04**

**Research Methods in Experimental Psychology**

**Howard Egeth**

Overall quality of the class:

Summary:

The best aspects of this course included the individual research project which gave students the freedom to design a study of their choosing, and the very useful training in scientific writing that was provided. Some students felt that the class suffered from a lack of organization, the syllabus was unclear, and that due dates would frequently change. A few students also felt that the lectures were a bit dry, and that the grading system was vague. Suggestions for improvement included creating a clearer syllabus and announcing deadlines farther in advance. Prospective students are advised that a background in statistics is helpful, and that the class provides a solid foundation in psychological research.

**AS.200.209.01**

**Personality**

**Chelsea Howe**

Overall quality of the class: 4.24

Summary:

The best aspects of this course included an engaging instructor that made the lectures relatable through case studies and personal experiences, relevant assignments such as the case conceptualization project, and logical course structure. Some students felt that expectations for the case conceptualization assignment weren't clearly defined, and that the lecture slides could have been better organized. A few students also felt that the two and a half hour time slot was overly long and that it became hard to focus on the lecture towards the end of the period. Suggestions for improvement included having more opportunities to discuss the topics as a group, and more guidance on the major assignments. Prospective students are advised that a background in psychology is helpful but not necessary, and that they will need to attend class as there are frequent quizzes and participation is a large part of their grade.

**AS.200.211.01**

**Sensation & Perception**

**Jason Fischer**

Overall quality of the class: 4.57

Summary:

The best aspects of this course included an engaging instructor who was always open to feedback from the students. Students also enjoyed the interactive demonstrations and audio/video material that added variety to the lectures. Some students felt that the absence of homework made it harder to test their knowledge of the material and made the exams weigh too heavily on their final grade. Suggestions for improvement included better distributing their midterm and final grades over more assignments such as homework and quizzes. Students also suggested using Panopto for the lecture recordings. Prospective students are advised that a background in cognitive neuropsychology is helpful, and that while there is no homework they should be sure to study the lecture slides outside of class.

**AS.200.222.01**

**Positive Psychology**

**Justin Halberda**

Overall quality of the class: 4.58

Summary:

The best aspects of this course included fascinating and applicable subject matter, an engaging instructor, and productive group discussions. Some students felt that the course was unexpectedly writing-heavy for not being considered a writing intensive course, and that the multiple choice exams were overly difficult and at times ambiguously worded. Students also had a hard time keeping up with the lengthy reading assignments. Suggestions for improvement included adding short answer questions to the exams, and break up the final paper into smaller assignments. Prospective students are advised to keep up with their journal and the readings. This class is highly recommended to students in any field.

**AS.200.228.01**

**The Illusion of Perception**

**Mark Schurgin**

Overall quality of the class: 5.00

Summary:

The best aspects of this course included its small size which helped facilitate intellectually-stimulating class discussions, and the interesting subject matter. Some students felt that some of the more philosophy-related readings were challenging to get through, and that the classroom itself was uncomfortable. Suggestions for improvement included adding more interactive or group activities, and having the instructor better guide the discussions when they go off course. Prospective students are advised that no background knowledge is necessary, and that the course is largely discussion-based.

**AS.200.301.01**

**History Of Psychology**

**Paul Hofer**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the engaging course content, intellectually-stimulating discussion on the evolution of psychology, and well-curated readings. Some students felt that the final grade was too heavily dependent on the weekly quizzes, and that some of the readings were overly dense and lengthy. Suggestions for improvement included having more graded assignments, and assigning shorter readings that can be discussed more thoroughly. Prospective students are advised that their grade is mostly based on weekly quizzes and participation so they should be sure to attend class and keep up with their readings.

### **AS.200.302.01-02**

#### **Behavioral Assessment of Animal Models of Cognition and Neuropsychiatric**

**Dani Smith**

Overall quality of the class:

Summary:

The best aspects of this course included interesting subject that was directly applicable to student's current and future research, and an engaging instructor that gave quality feedback. Students also enjoyed getting the opportunity to write papers for the exams rather than being given traditional tests. Some students felt that the lectures were sometimes a bit dry and could have been broken up with more interactive activities. Suggestions for improvement included engaging the class more with hands-on activities, and giving greater incentive for students to participate in class discussions. Prospective students are advised that this is a great class to take if they wish to have a career in research, and that much of their grade is based on three writing assignments.

### **AS.200.303.01-02**

#### **Psychobiology of Drug Addiction**

**Ronald Keiflin**

Overall quality of the class:

Summary:

The best aspects of this course included the great course content, engaging in-class discussions, and the opportunity to read contemporary research articles on the subject. Some students felt that there was a lack of feedback throughout the semester, and having only one cumulative exam at the very end presented a serious challenge. A few students also felt that assignment directions were at times unclear, and that some of the readings were over their heads. Suggestions for improvement included making their grades available to them throughout the semester so they would know where they stand, and adding a midterm instead of only having a cumulative final. Prospective students are advised to do all of the reading assignments even if they're considered optional.

### **AS.200.305.01**

**Advanced Seminar in Forensic Psychology**  
**Lawrence Raifman**

Overall quality of the class: 4.75

Summary:

The best aspects of this course included the practical skills imparted upon students such as writing differential diagnoses, in-depth class discussions covering contemporary case studies, and helpful feedback from the instructor. Some students felt that the grading system was not always clear, and that the workload was extremely heavy with a lot of writing and time consuming videos of trials. Suggestions for improvement included being given a clearer syllabus and grading rubric, as well as having access to their grades via Blackboard. Prospective students are advised to spend a lot of time working on their writing, and should be prepared to participate in class discussions as the class is small and they will be called on.

**AS.200.306.01**  
**Psychology in the Workplace**  
**Heather Roberts Fox**

Overall quality of the class: 4.48

Summary:

The best aspects of this course included an engaging and enthusiastic instructor who brought a wealth of professional experience to the class, engaging lectures and discussions, and applicable subject matter. Some students felt that time could have been managed better as the class would sometimes run over the time allotted. A few students also felt that there was too much material covered and little distinction between what they were expected to know versus supplementary material. Suggestions for improvement included having the class in a room that better facilitated discussions, and covering fewer topics so that the material can be covered more in-depth. Prospective students are advised that the textbook is a good supplement to the lectures, and that the class is an interesting survey of the field with relevance to their everyday lives.

**AS.200.316.01**  
**Thought and Perception**  
**Jonathan Flombaum, Steven Gross**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

**AS.200.321.01**  
**Child and Adolescent Psychopathology**  
**Alison Papadakis**

Overall quality of the class: 4.60

Summary:

The best aspects of this course included engaging and informative lectures that combined theory, the professor's experiences in the field, and case videos. Students also appreciated the homework cases, and the variety of assignments available to better their grade. Some students felt that the course work could have been more evenly distributed across the semester, and that the exams relied too much on the memorization of information. A few students were also disappointed that they didn't receive a writing intensive credit after having done so much writing for this course. Suggestions for improvement included choosing between a final paper or exam rather than assigning both, and either making the course writing intensive or shortening the final paper. Prospective students are advised that the material covered is similar to Abnormal Psychology, and that they should be prepared for a heavy workload.

**AS.200.328.01**

**Theory & Methods in Clinical Psychology**

**David Edwin**

Overall quality of the class: 4.09

Summary:

The best aspects of this course included an engaging instructor who was able to relate what was being taught in lecture to his own experiences in the field, straight-forward assignments, and helpful feedback on drafts of their writing assignments. Some students felt that the lectures were too long sometimes even running over the allotted class time, and that their grade wasn't based on enough assignments. Suggestions for improvement included adding more graded assignments besides papers, and shortening lectures so there would be time for class discussion. Prospective students are advised that they should take advantage of the option to send early drafts of their papers to the instructor as his feedback is very helpful.

**AS.200.333.01**

**Advanced Social Psychology**

**Stephen Drigotas**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**AS.200.344.01**

**Behavioral Endocrinology**

**Kirsten Bohn**

Overall quality of the class: 4.28

Summary:

The best aspects of this course included an enthusiastic and accommodating instructor, interesting subject matter, and the opportunity to practice reading primary research articles. Some students felt

that lecture sometimes moved at too fast a pace, and that the PowerPoint slides were vague and disorganized. A few students also felt that the exams were too long for the time allotted to them, and that the questions were not specific enough at times. Suggestions for improvement included recording the lectures and posting them to Blackboard, and providing more straight-forward exam questions. Prospective students are advised that a background in evolution and animal behavior are helpful but not necessary, and that they should be prepared to read a lot of primary literature.

**AS.200.363.01**

**Mind, Brain & Experience**

**Marina Bedny**

Overall quality of the class: 3.81

Summary:

The best aspects of this course included its discussion-based format, the student presentations which were found to be as engaging to watch as they were to present, and the opportunity to explore current topics in cognitive neuroscience. Some students felt that readings were overly dry and dense, and that there was a lack of guidance for the final paper. Suggestions for improvement included clearer instructions for their final paper, and providing more guidance during group discussions. Prospective students are advised to prioritize the final paper since it is a substantial part of their grade, and do all of the assigned readings.

**AS.200.382.01**

**Models of Psychotherapy**

**Alison Papadakis**

Overall quality of the class: 4.86

Summary:

The best aspects of this course included a dedicated instructor who encouraged class discussions, case studies that gave students the opportunity to apply their skills, and engaging lectures. Some students felt that the length requirements for the final paper was too much to do during finals week, and that the course felt rushed at certain points during the semester. Suggestions for improvement included giving more timely feedback on the writing assignments, and adjusting the material covered so that none of the topics discussed feel rushed. Prospective students are advised that they should have a background in abnormal psychology and be interested in the more clinical aspects of psychology.

**PUBLIC HEALTH STUDIES DEPARTMENT**

**AS.280.103.01.FA16**

**Public Health, Policy and Politics: A Primer**

**Peter Beilenson**

Overall quality of the class: 4.64

Summary:

The best aspects of the course were the exciting lectures, guest speakers, relevance of the material, and experience in Baltimore. The worst aspect of the course was the lack of feedback. Suggested improvements include providing more feedback, and either having a smaller class size or adding in discussion sections. Future students should know this is a great introductory course on public health, with a relatively light workload.

**AS.280.225.01.FA16**

**Population, Health and Development**

**Stanley Becker**

Overall quality of the class: 4.30

Summary:

The best aspects of the course included the fun, interesting, and relevant material, as well as the group presentations, debates, and guest lectures. Students also appreciated the wide scope of topics, as well as the professor's engagement and feedback. The worst aspects of the course were the long lecture PowerPoints and rote memorization of facts and statistics. Suggested improvements include posting lectures, and shorter lecture slides. Future students should know this course includes a lot of information and no background knowledge in public health is required.

**AS.280.329.01.FA16**

**The Good, the Bad, and the Ugly: Scientific Writing in Public Health**

**Roland Thorpe**

Overall quality of the class: 4.86

Summary:

The best aspects of the course were the step-by-step writing process throughout the semester, the opportunity for students to choose research topics, and helpful feedback. The worst aspect of the course was unclear structure and organization at times. Suggested improvements include a more organized structure, as well as more guidance and feedback on assignments. Future students should know this course is writing intensive, but with a light workload.

**AS.280.335.01.FA16**

**The Environment and Your Health**

**Joseph Bressler, James Yager**

Overall quality of the class: 3.93

Summary:

The best aspects of the course were the guest lecturers and variety of practical information covered. The worst aspects of the course were the breakout sessions and the lack of feedback. Suggested improvements include eliminating or lessening the number of breakout sessions. Students also suggested having more structure to these sessions. Future students should know that no prior background is needed, and this is a great course.

**AS.280.345.01-08.FA16**  
**Public Health Biostatistics**  
**Leah Jager; Margaret Taub**

Overall quality of the class: 4.17

Summary:

The best aspects of the course were the real life application of biostatistics, pre-class videos, and recorded lectures. Both the professor and TAs were helpful, and the course was well-organized. The worst aspects of the course were the long projects and SEPs, the grading system, and dense lectures. Suggested improvements include changing the grading policy, or adding more opportunities for grades, adjusting the pacing of assignments, and more feedback on assignments. Future students should know that basic math and coding are useful, but not required.

**AS.280.346.01.FA16**  
**Advanced Biostatistics Laboratory**  
**Leah Jager; Margaret Taub**

Overall quality of the class: 4.43

Summary:

The best aspects of the course were the helpful, approachable professor and TA, as well as learning R code in depth. The worst aspects of the course were the heavy workload, including difficult homework assignments and projects. Suggested improvements include allowing students to go into more depth by broadening the course and making it worth two credits instead of one, adding extra materials, and meeting more than once per week. Another suggestion is to make the course more interactive. Future students should know no previous coding experience is required, but will be helpful.

**AS.280.350.01-04.FA16**  
**Fundamentals of Epidemiology**  
**Darcy Phelan-Emrick; Ian Saldanha**

Overall quality of the class: 4.36

Summary:

The best aspects of the course were the excellent lectures, approachable professors and TAs, and interesting homework assignments that were good models of exam questions. Students also appreciated the professors' real-world public health examples. The worst aspects of the course were the exams, the grading structure, and the discussion sections, which many students felt were too long. Suggested improvements include shorter discussion sections, more interaction, changing the structure of exams, and a different grading structure. Future students should know this is a great, intellectually stimulating course. No background is required, and this course reinforces content covered in Introduction to Biostatistics.

**AS.280.399.01.FA16**

**Community Based Learning – Practicum Community Health Care**

**Lee Bone; Lisa Folda**

Overall quality of the class: 3.90

Summary:

The best aspects of the course were the guest lecturers, and the opportunity to volunteer in the community. The worst aspects of the course were the workload, lectures that did not connect to the service aspect, and overall disorganization related to volunteer sites. Suggested improvements include more focus on the volunteer experience of the students, as well as better information, communication, and organization with volunteer sites. Future students should know this course is time-consuming with assignments and 40 hours of community service, so it is important to plan ahead.

**AS.280.427.01.FA16**

**Communicating Science: Skills to Analyze and Communicate Science News**

**Nina Martin**

Overall quality of the class: 3.71

Summary:

The best aspects of the course were the various topics covered, passionate and knowledgeable professor, and small class size. Many students praised the vaccines unit. The worst aspects of the course were the lack of organization and structure, and frequent, unclear assignments. Suggested improvements include more organization and feedback, as well as fewer or more time for assignments. Future students should know this is a great course to learn how to effectively communicate commonly misunderstood science topics, and there is a heavy workload.

**AS.280.428.01.FA16**

**Environmental Health and Disasters**

**Jeffrey Freeman**

Overall quality of the class: 5.00

Summary:

The best aspects of the course were the course content and the professor. Students appreciated the professor's experience and insights in the field, as well as his interest in tailoring the course to the students' interests. The worst aspects of the course were some repetitive case studies. A suggested improvement is to go into more depth on each topic, as well as more feedback and discussion. Future students should know this is an excellent course with a great instructor.

**AS.280.429.01.FA16**

**An Introduction to Public Health Evaluation Using Population-Based Survey**

**Emily Carter**

Overall quality of the class: 4.25

Summary:

The best aspects of the course were the professor's enthusiasm and real world experience. Students appreciated the applicability of the course content, and the professor's willingness to assist them. The worst aspects of the course were that the material could be dry and repetitive. A suggested improvement is to add more labs. Future students should know this is an engaging, technical course, and it is important to attend class.

**AS.280.430.01.FA16**

**Communicating Public Health Findings Through Research-Based Theatre**  
**Emily Hurley**

Overall quality of the class: 4.55

Summary:

The best aspects of the course were the interesting material, engaging professor, and applicability of the material to real-world situations. The worst aspects of the course were the acting and work near the end of the semester. Suggested improvements include starting on a script earlier, and not having a final performance. Future students should know this is an amazing course where students will have to participate in all aspects including writing, acting, and feedback.

**AS.280.495.01.FA16**

**Honors in Public Health - Seminar**  
**Maria Bulzacchelli, Jennifer Schrack**

Overall quality of the class: 4.25

Summary:

The best aspects of the course were the feedback and guidance, opportunity to write a research paper, and presentations. While many students appreciated the feedback and guidance they received, it was often inconsistent and untimely. Suggested improvements include meeting on the Homewood campus, and providing more feedback. Future students should know this is a great course, and it is important to be able to work well independently as the research is time-consuming and largely self-directed.

## **RUSSIAN DEPARTMENT**

**AS.377.131.01**

**Elements of Russian I**  
**Olya Samilenko**

Overall quality of the class: 4.73

Summary:

The best aspects of this course included the small class size and capable professor, who helped foster a comfortable atmosphere in the class room. Some students felt that there was sometimes a lack of clarity when it came to instructions on assignments. A few students also noted that assignment due dates and the grading rubric were inconsistent with what was on the syllabus. Suggestions for improvement included having more practice tests or other additional material to help them prepare for exams. Prospective students are advised that in order to succeed they will have to be commit themselves to spending time on this class everyday.

**AS.377.208.01**

**Intensive Intermediate Russian**

**Annalisa Czczulin**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**AS.377.395.01**

**Senior Seminar I: Novels of the Golden Age**

**Olya Samilenko**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

**SOCIOLOGY DEPARTMENT**

**AS.230.101.01-08.FA16**

**Introduction Sociology**

**Timothy Nelson**

Overall quality of the class: 4.32

**Summary:**

The best aspects of the course included the wide-ranging introduction to the topics, the short paper assignments, and the TA sections which helped effectively reinforce concepts. The worst aspects of the course were the heavy readings, and the attendance procedure which created a lot of traffic going in and out of class. Additionally, the study guides were not distributed far enough in advance of exam dates, making studying rushed and difficult. Suggested improvements included removing repetitive readings, having more in-depth discussion of topics, a smaller classroom size, and more feedback. Future students should know this course covers a wide range of topics, and no prior background in sociology is needed. The professor is very engaging, helpful, and friendly.

**AS.230.150.01.FA16**

**Issues in International Development**

**Michael Levien**

Overall quality of the class: 4.30

Summary:

The best aspects of the course were the interesting material, variety of perspectives in the readings and lectures, and critical analysis during discussion. Students lauded the professor's ability to engage such a large class in productive discussions. The worst aspects of the course were the lengthy reading assignments, which many students described as dense or difficult to follow. Many students also felt the course revealed a very prominent bias on the part of the professor. Suggested improvements for the course included shorter readings, more interaction or discussion in smaller groups during class time, and a less biased perspective. Future students should know there is a heavy reading load, so it is important to keep up.

**AS.230.175.01.FA16**

**Chinese Revolutions**

**Huei-Ying Kuo**

Overall quality of the class: 4.00

Summary:

The best aspects of the course included the interesting content, the professor's passion for the subject, and the workload. The worst aspects of the course were the heavy reading load and the students' ability to understand the professor during lectures. Suggested improvements included assigning less reading, more discussion, and keeping the class in chronological order. Future students should know this course offers an excellent introduction to the major revolutions in China since 1850. No background is assumed, and students will learn the history of modern China as well as major concepts in the field of China studies.

**AS.230.205.01-02.FA16**

**Introduction Social Statistics**

**Sahan Karatasli**

Overall quality of the class: 4.71

Summary:

The best aspects of the course were the real world applications of the material and its relevance to current events. Many students praised the professor's effective teaching style, which ensured that students thoroughly understood the concepts. The worst aspects of the course were the STATA assignments which students felt were disorganized and not clearly linked to the course. Additionally, the TAs sometimes hindered the section days, as their advanced knowledge of STATA confused students. Suggested improvements included more timely and specific feedback on assignments, and clearer STATA instruction. Future students should know this is a great introductory course.

**AS.230.213.01.FA16**

**Social Theory**

**Joel Andreas**

Overall quality of the class: 4.27

Summary:

The best aspects of the course were the discussions and relating theorists to modern day events, as well as the engaging professor and helpful TA. The worst aspects of the course were the amount and density of the readings. Suggested improvements included having more discussion and interaction, more focused reading, and a more thorough outline of theorists and their ideas. Fewer assignments, better feedback, and a more balanced workload were also suggested. Future students should know that no prior background is needed, but knowledge of Marx and other theorists would be helpful. There is also heavy reading and writing.

**AS.230.255.01.FA16**

**Men and Women in Society**

**Katrina McDonald**

Overall quality of the class: 3.15

Summary:

The best aspect of the course was the breadth of interesting material, which many students felt to be highly relevant. The worst aspects of the course included the disorganization and change of due dates for assignments on short notice, as well as the number of film responses. Suggested improvements included implementing a more organized structure, with clearly set dates for assignments. Future students should know that this is an interesting course that is relevant to the present day. This course covers basic sociological concepts, including rudimentary gender issues.

**AS.230.265.01.FA16**

**Research Tools and Technologies for the Social Sciences**

**Minhyoung Kang**

Overall quality of the class: 3.62

Summary:

The best aspects of the course were the highly useful skills that students obtained, as well as a great professor and TA. Students felt the professor put in a lot of time and effort in ensuring students understood the material. The worst aspects of the course were the weekly assignments which students felt were very time-consuming for only ten points. Suggested improvements include fewer assignments or more time to complete them, and more explanations for STATA. Future students should know that this is a well-rounded course that requires a lot of work. Some background in policy science, IS, sociology, or social statistics is highly recommended.

**AS.230.313.01.FA16**

**Space, Place, Poverty & Race: Sociological Perspectives on Neighborhoods & Public Housing**

**Stefanie Deluca**

Overall quality of the class: 4.54

Summary:

The best aspects of the course were the professor's passion and ability to present the material in an engaging manner. The worst aspects of the course were the heavy reading load, lack of feedback, and lack of clarity on assignments. Students would also prefer to have more time to discuss the readings. Suggested improvements included splitting the class into two periods per week and giving more feedback. Future students should know this is a great course, and that there is a lot of reading involved. This course is recommended for anyone interested in Baltimore City, systemic racism, and inequality in America.

**AS.230.318.01.FA16**

**State and Society in Modern India**

**Rina Agarwala**

Overall quality of the class: 4.91

Summary:

The best aspect of the course was the professor's effective teaching style, and how she thoroughly explained complex concepts. Many students appreciated her comparative approach, as well as the relevance of the material to current events. The worst aspects of the course were the long readings, and having no background about India. Suggested improvements include having two separate meetings, and more news or scholarly articles. Future students should know this is a fantastic course concerning big questions about modernity, development, and the social history of the twentieth and twenty-first centuries in Indian society. The readings are lengthy, and no prior knowledge of India is required.

**AS.230.341.01-04.FA16**

**Sociology of Health and Illness**

**Emily Agree**

Overall quality of the class: 4.09

Summary:

The best aspects of the course were the parallels drawn between the course material and the real world, and the interactive discussion sections such as the disability walk and the yoga class. Students also appreciated the movie project. The worst aspects of the course were the ineffective discussion sections, heavy reading, and long lectures. Many students seemed displeased with the TA's approach. Suggested improvements included more engaging discussion sections, more focus on intersectionality and race, shorter lectures, and more group discussion. Future students should know this is a fun and exciting course that provides a very good holistic understanding of sociology in the medical context. No prior public health or sociology knowledge is required.

**AS.230.343.01.FA16**

**Political Sociology of Latin America**

**Magda von der Heydt-Coca**

Overall quality of the class: 3.58

Summary:

The best aspects of the course included the great survey of political movements in Latin America, well-chosen readings, and the professor's knowledge and enthusiasm. Students also appreciated the engaging discussions and films. The worst aspects of the class were the structure, haphazard lessons, and disorganization. Suggested improvements include more structure, more discussion or group projects, and using more recent literature. Future students should know it is important to do the readings, be engaged, and attend the film screenings outside of class. The final papers and presentations are a large portion of the grade.

**AS.230.345.01.FA16**

**Rising Inequality in Rich Countries**

**Daniel Thompson**

Overall quality of the class: 4.36

Summary:

The best aspects of the course were the interesting, relevant content, the short essays, fruitful discussions, and the professor's regular office hours. Many students felt they acquired a better understanding of economic and political concepts and their implications for inequality. The worst aspects of the course were the heavy readings and the class discussions, as it seems they often stalled. Suggested improvements included better questions asked in discussion, fewer memos, and more concise readings. More focus on financialization and intersectionality would also be beneficial. Overall, the discussions need more direction and facilitation by the professor. Future students should know this is a great class, and they should be prepared to discuss the readings. Reading the newspaper consistently and having some knowledge of social theory would help for this class.

**AS.230.362.01.FA16**

**Migration & Development**

**Rina Agarwala; Lingxin Hao**

Overall quality of the class: 4.77

Summary:

The best aspects of the course were the organized structure, engaging lectures, collaboration between the professors, and discussions. The worst aspects included the long midterm and contradictory information from the professors on material and assignments. Suggested improvements included clearer instructions on assignments and class discussion leads, shorter articles with more updated material, making the thought papers bi-weekly, and more feedback. Future students should know that some background in international development and/or sociology and economics would be helpful. There is a lot of dense reading and a fairly heavy writing load.

**AS.230.363.01.FA16**  
**Sociology of Dispossession**  
**Michael Levien**

Overall quality of the class: 4.42

Summary:

The best aspects of the course were the professor's field experiences, the breadth of readings, and the stimulating discussions. The worst aspect of the course was the heavy, dense reading load. Some students also thought there should be some kind of working definition of dispossession, as it is a new field. Suggested improvements include more documentaries on dispossession cases, a more cohesive intellectual structure, and adding a theoretical section for understanding key concepts. Future students should know that the readings will take up a lot of time. It would be helpful to have some background in sociology, or Karl Marx/political economy.

**AS.230.377.01.FA16**  
**Colonialism and Anti-Colonialism**  
**Huei-Ying Kuo**

Overall quality of the class: 4.00

Summary:

The best aspects of the course were the interesting, interdisciplinary material, and the professor's enthusiasm and knowledge of the subject matter. The worst aspect of the course was that students had trouble understanding the professor. Suggested improvements include more discussion, and more open-ended paper topics. Future students should know the class is interesting, and going to office hours will help with writing papers.

**AS.230.380.01.FA16**  
**Poverty and Social Welfare Policy**  
**Kathryn Edin**

Overall quality of the class: 5.00

Summary:

The best aspects of the course were the fascinating material and the professor's ability to create a highly effective classroom environment. The professor delivered dynamic lectures, incited interest within the students, and gave great feedback on assignments. The worst aspects of the course were the heavy reading load and the instruction on the sequential paper. Suggested improvements include more instruction or examples for the paper, more timely feedback, working on the paper in small increments throughout the semester, and more regular classes. Future students should know there is a heavy workload, but the course is incredible and not to be missed. No background in social policy or welfare is necessary.

**AS.230.385.01.FA16**

**Schooling, Racial Inequality and Public Policy in America**  
**Stephen Morgan**

Overall quality of the class: 4.80

Summary:

The best aspects of the course were the engaging and knowledgeable professor, and stimulating course materials related to the current education reform debate. The worst aspects of the course were the class discussions, which were sometimes unfocused or did not allow for alternative opinions, as well as the location where loud outside distractions were prevalent. Suggested improvements include more rigorous class discussions, and less reading. Future students should know that the reading load is heavy, and that it is important to thoroughly understand the readings. The professor randomly draws name cards to call on students to answer questions.

**AS.230.400.01.FA16**  
**Social Policy Seminar**  
**Andrew Cherlin**

Overall quality of the class: 5.00

Summary:

The best aspects of the course were the course material, and the way class was structured to engage the interests of the students. Students enjoyed the guest speakers, the professor's investment in students' learning, and a comfortable environment in which to discuss issues. The worst aspects of the course were some dry readings. Suggested improvements include more field trips, and more time with the professor earlier in the program. Future students should know that this course is fantastic, with a highly adaptable, knowledgeable, engaging professor.

**AS.230.405.01.FA16**  
**Neoliberalism**  
**Ho-Fung Hung**

Overall quality of the class: 4.64

Summary:

The best aspects of the course were the professor's lectures and instruction, the thematic consistency throughout the semester, and a good reading selection. The worst aspect of the course was the reading load. Suggested improvements include more focused readings, shorter lectures, and more focused discussions. Future students should know that they are required to read extensively; usually one book per week. The workload is akin to graduate level courses.

**THEATER ARTS AND STUDIES DEPARTMENT**

**AS.225.100.01**  
**Introduction to Theatre**  
**Joseph Martin**

Overall quality of the class: 3.80

Summary:

The best aspects of this course included the in-depth discussion of the plays covered, and the stimulating, informative lectures. Some students felt that the lack of lecture slides and not using Blackboard made taking notes difficult. A few students also found the class sessions to be overly long, and felt it was hard to focus the entire time. Suggestions for improvement included having shorter class sessions spread out through the week, and utilizing Blackboard and lecture slides. Prospective students are advised to have an interest in history, and be aware that grading relies heavily on writing assignments.

**AS.225.301.01-02**

**Acting & Directing Workshop I**

**John Astin**

Overall quality of the class:

Summary:

The best aspects of this course included the opportunity to do actual scene work which students found fun and engaging, and the relaxed atmosphere of the class. Some students felt that course lectures sometimes went off topic, and that class time could have been managed better. Suggestions for improvement included adding more structure to the course, and managing time so that all the course material on the syllabus is covered. Students also suggested making assignments and scene work more frequent. Prospective students are advised that they should be prepared to read, and that no previous acting experience is necessary.

**AS.225.310.01**

**Stagecraft**

**William Roche**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**AS.225.314.01**

**Theater: Technical Direction**

**William Roche**

Overall quality of the class: 4.43

Summary:

The best aspects of this course included an engaging instructor who provided a mixture of hands-on experience and lectures that connected with real world experiences. Students also felt that the variety of topics covered gave them a helpful overview of the subject matter. Some students felt that there

could have been more course content covered. Suggestions for improvement included adding more structure to the course with more specific learning outcomes, and having more demonstrations and hands-on activities. Prospective students are advised that the course provides a good introduction to the technical side of theater, and that a lot of theater experience isn't necessary.

**AS.225.329.01**

**Acting and Directing Musical Theatre  
Margaret Denithorne**

Overall quality of the class: 4.93

Summary:

The best aspects of this course included a supportive environment, the freedom to choose one's own songs, and an encouraging instructor. Some students felt that there could have been more feedback, both from the instructor and their classmates. Suggestions for improvement included receiving more feedback on their singing, and adding more lessons in singing technique. Students also suggested a smaller class size so there could be more one-on-one time with the instructor. Prospective students are advised that they should have some experience in performance and singing, and be comfortable singing in front of their peers.

**AS.225.345.01**

**History of Modern Theatre & Drama  
Margaret Denithorne**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**WOMEN, GENDER, AND SEXUALITY DEPARTMENT**

**AS.363.201.01.FA16**

**Introduction to the Study of Women, Gender, and Sexuality  
Evelyne Ender**

Overall quality of the class: 3.55

Summary:

The best aspects of the course were the overall content and interesting readings. Many students lauded both the professor and TA for being highly effective. The worst parts of the course were that some students felt the readings were not covered during class, and that the lectures were confusing and disorganized. Additionally, instructions for grading were sometimes unclear. Suggested improvements include clearer outlines for each class, more discussion, and less emphasis on Jane Eyre. Future students should be prepared for a heavy reading load, and know that the current grading system can feel arbitrary and subjective.

**AS.363.316.01.FA16**

**Health, Medicine, Gender, and Sexuality: Gender, Sexuality, and AIDS in Africa**

**Julia Cummiskey**

Overall quality of the class: 4.25

**Summary:**

The best aspects of the course were the critical engagement with the readings and engaging discussions. The worst aspects of the course were the lack of feedback and explanations for grades, disorganized lectures, and unclear midterm expectations. Some students also found the strong focus on theory and history to be unhelpful. Suggested improvements included more structured lectures, more collaboration between students on assignments, and more discussion. Students also suggested less focus on Jane Eyre, and more focus on modern feminism and movements. Future students should know that there is no assumed background on the subject, but they should nonetheless be prepared to critically engage.

**AS.363.327.01.FA16**

**Gender and Sexuality Beyond the Global West: Feminism and Homosexuality in the Islamic World**

**Loumia Ferhat**

Overall quality of the class: 4.33

**Summary:**

The best aspects of the course were the lively, engaging discussions, interesting reading material, and an enthusiastic instructor. The worst aspects of the course were the unbalanced discussions where only a few of the same students would contribute. Students also commented that the course was much more writing intensive than expected. Suggested improvements included making this course a designated Writing Intensive credit, as well as receiving more feedback throughout the semester. Prospective students should know that the course is very interesting, but heavy on reading and writing.

**WRITING SEMINARS DEPARTMENT**

**AS.220.105.08**

**Fiction/Poetry Writing I**

**Dylan Carpenter**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included the diverse selection of readings and helpful writing workshops. Some students felt that the grading could be somewhat subjective and inconsistent. Suggestions for improvement included implementing a more concrete grading policy. Many students agreed that they would like to be provided with more specific feedback on their writing. Prospective students should expect weekly writing assignments, and workshopping their writing.

**AS.220.105.10**  
**Fiction/Poetry Writing I**  
**Julia Friedrich**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included the small, tight-knit class and class discussions. The professor was charismatic and encouraging to prospective writers. Some students felt that they didn't get feedback on their writing quickly enough to truly improve. Suggestions for improvement included handing back assignments more consistently and providing more in-depth feedback to students. Prospective students should expect to write a lot, but know that grades are based more on effort than correctness, so take the opportunity to be creative.

**AS.220.105.11**  
**Fiction/Poetry Writing I**  
**Ralph Hubbell**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the workshops and humorous, caring professor. Some students felt that the grading was inconsistent and somewhat ambiguous, leading to differing revisions suggested on the same stories. Suggestions for improvement included a more concrete rubric for assignments, and possibly fewer assignments overall to allow for multiple drafts. Prospective students should expect a reading and writing intensive class. Starting assignments early and meeting with the professor during office hours for help is recommended.

**AS.220.105.12**  
**Fiction/Poetry Writing I**  
**Kathleen Hull**

Overall quality of the class: 4.45

Summary:

The best aspects of this course included specialized feedback on students' writing and a professor who made a kind, accepting environment a priority. Some students felt that the writing load was heavy and that some of it seemed to serve no purpose other than ensuring they read the material. Suggestions for improvement included more specific feedback, particularly reflected in grades. Students suggested the

syllabus include more diversity in terms of authors backgrounds, perspectives, and time periods (particularly more contemporary literature). Prospective students should expect a reading and writing-heavy course, and be prepared to improve their writing style.

**AS.220.105.13**

**Fiction/Poetry Writing I**

**Isabella Martin**

Overall quality of the class: 4.78

Summary:

The best aspects of this course included the helpful workshops and supportive, encouraging environment. Some students felt that the peer response pages were difficult to fill. Suggestions for improvement included shorter workshop response requirements, and spacing out the workload better. For example, not having readings due on the same day as workshops. Prospective students should expect a lot of printing and workshopping. Don't be afraid to speak up during class discussions and make plenty of time to write before due dates.

**AS.220.105.14**

**Fiction/Poetry Writing I**

**Michael Mingo**

Overall quality of the class: 4.22

Summary:

The best aspects of this course included a good balance of reading versus writing, and writing versus workshopping. Many students found the class discussions were particularly helpful. Some students felt that the grading was too tough and the prompts too specific and restrictive. Many found it difficult to be creative within all of the technical and subject matter requirements. Suggestions for improvement included a more lenient grading system with a well-defined rubric and less specific writing prompts. Prospective students should expect not to get an A as it is 'nearly impossible'.

**AS.220.105.16**

**Fiction/Poetry Writing I**

**Mary Terrier**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the small class size, which fostered engaging discussions. Some students felt that there weren't enough exercises in practicing a technique before attempting to apply it in a new story. Suggestions for improvement included more workshop and writing practice time in class, and a focus on theory and craft. Some students also suggested a more diverse group of readings displaying different perspectives and cultures. Prospective students should be passionate about literary fiction and expect weekly writing assignments.

**AS.220.105.19 and AS.220.105.24**

**Fiction/Poetry Writing I**

**Benjamin Eisman**

Overall quality of the class: 4.20

**Summary:**

The best aspects of this course included the discussions and opportunities to evolve as a writer. Some students felt that the feedback could be subjective, harsh, and vague, both in terms of the students in the workshops and the grades given by the professor. Suggestions for improvement included a rubric with more clearly defined grading expectations, and more structured, constructive workshops. Prospective students should be comfortable sharing their work with peers and not be afraid to meet with the professor for help on assignments.

**AS.220.105.20 and AS.220.105.25**

**Fiction/Poetry Writing I**

**Taylor Danes**

Overall quality of the class: 4.57

**Summary:**

The best aspects of this course included the open and accepting class environment and the thoughtful, detailed feedback provided by the instructor. Some students felt that they were spending too much time writing workshop letters to their peers. Suggestions for improvement included assigning fewer workshop letters and incorporating more direct feedback into the workshops themselves. Including more lessons on writing techniques and how students can employ those in their own writing may also be beneficial. Prospective students should expect to attend reading seminars outside of class and be ready to give and receive feedback on assignments.

**AS.220.105.21 and AS.220.105.28**

**Fiction/Poetry Writing I**

**Jessica Hudgins**

Overall quality of the class: 4.48

Summary:

The best aspects of this course included the personalized feedback provided by the instructor and the ability for students to improve their writing. Some students felt that the grading system was unclear and arbitrary. The lack of a Blackboard page or equivalent tool made it difficult for some students to get a sense of how they were doing in the class and how to improve. Suggestions for improvement included providing more guidance on how students can improve their work, and a more concrete grading system. Prospective students should be prepared to complete weekly reading and writing assignments and handle feedback positively.

**AS.220.105.22 and AS.220.105.31**

**Fiction/Poetry Writing I**

**Zehra Nabi**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included the effective structure of the class, engaging discussions, and detailed feedback from the instructor. Some students felt that the workshop letters were tedious and the amount of printing required was not affordable. Also, there was not always enough time to discuss the readings in class. Suggestions for improvement included assigning fewer workshop letters, making time for discussions of the readings, and making the readings accessible online or in handout form. Prospective students should be prepared to complete weekly writing assignments. Interest in creative writing is mandatory but experience is not necessary.

**AS.220.105.23 and AS.220.105.32**

**Fiction/Poetry Writing I**

**Madeline Raskulinecz**

Overall quality of the class: 4.34

Summary:

The best aspects of this course included the entertaining instructor and interesting prompts. Some students felt that while the poetry assignments were too form specific, the grading was too unclear. Suggestions for improvement included a more transparent grading system and looser prompts, as well as not being required to print so much. Prospective students are encouraged to participate in class discussions, and should expect weekly writing assignments.

**AS.220.105.27 and AS.220.105.33**

**Fiction/Poetry Writing I**

**Shannon Robinson**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the thoughtful and extensive instructor feedback, and the ability to experiment and take risks on the ungraded assignments. Some students felt that the readings were extraneous and uninteresting. The grading could be ambiguous and the lack of letter grades in particular was hindering. Suggestions for improvement included different readings, more opportunities for in-class writing, and better structured discussions. A less strict attendance and tardy policy was also suggested. Prospective students should be prepared to participate in workshop discussions, and expect weekly readings and writing assignments.

**AS.220.105.35**

**Fiction/Poetry Writing I**

**Christopher Childers**

Overall quality of the class: 4.29

Summary:

The best aspects of this course included an instructor who was enthusiastic, fostered creativity, and provided students with detailed feedback. Some students felt that the grading could be subjective. Suggestions for improvement included providing a clearer rubric and more legible comments on papers. Prospective students are encouraged to take the course seriously and have an interest in poetry and fiction. They should also be comfortable receiving feedback on their writing.

**AS.220.106.03 and 06**

**Fiction/Poetry Writing II**

**Carmen Dolling**

Overall quality of the class: 4.89

Summary:

The best aspects of this course included the engaging, down to earth instructor and the helpful feedback. Some students felt that reading their poems aloud could be intimidating. Suggestions for improvement included having smaller group projects and discussions and incorporating some more

contemporary readings from diverse authors in the curriculum. Prospective students are encouraged to make time to start assignments early as this is a very writing intensive course.

**AS.220.106.04 and AS.220.106.08**

**Fiction/Poetry Writing II**

**Byron Landry**

Overall quality of the class: 4.28

Summary:

The best aspects of this course included the engaging discussions and enjoyable professor. Some students felt that the assignments could be restrictive in terms of techniques to be incorporated. Suggestions for improvement included a more concrete grading system and returning graded assignments more quickly so that students can properly assess how to improve. Prospective students should expect a structured and challenging course with a manageable workload.

**AS.220.108.01**

**Introduction to Fiction and Nonfiction**

**Joanne Cavanaugh-Simpson**

Overall quality of the class: 4.93

Summary:

The best aspects of this course included the interesting readings, inspiring instructor, and the ability for students to revise and rework their projects. Some students felt uncertainty about their progress in the class. Suggestions for improvement included a more transparent grading system to help students measure their progress. Prospective students should expect to focus more on journalism than fiction with emphasis on improve their writing craft and technique.

**AS.220.200.01**

**Introduction to Fiction**

**Tristan Davies**

Overall quality of the class: 3.94

Summary:

The best aspects of this course included the enthusiastic instructor and interesting workshops. Some students felt that there wasn't much room for growth only writing three stories, and that only focusing on the first paragraph was unhelpful ('First Paragraph Game'). The class was often behind schedule,

making it difficult to finish the syllabus and workshop everyone's stories. Additionally, it was mentioned that the instructor occasionally made inappropriate or offensive comments. Suggestions for improvement included a more structured discussion to speed things along, and more time focused on the aspects of storytelling as a whole rather than just the introduction. Also, the instructor was advised to take a workplace appropriateness seminar. Prospective students should expect to write three fiction pieces, all of which will be workshopped.

**AS.220.200.02**

**Introduction to Fiction**

**Roderic Puchner**

Overall quality of the class: 4.29

**Summary:**

The best aspects of this course included the diverse reading list and thorough instructor feedback. Some students felt that the grading was subjective and that the prompts were somewhat unclear in the beginning of the course. Suggestions for improvement included a more concrete grading system that shows the students their progress. Also, more balance between workshops and craft lessons would be helpful, focusing less on readings and more on writing techniques. Prospective students should be ready to participate in class and do the readings.

**AS.220.200.03**

**Introduction to Fiction**

**Katharine Noel**

Overall quality of the class: 4.77

**Summary:**

The best aspects of this course included the instructor who pushed students to think and helped them learn about their writing styles. Some students felt that there weren't enough opportunities for their writing to be workshopped. Many also felt the lack of grades to be disconcerting. Suggestions for improvement included adding in more workshop days and a more concrete grading system. Prospective students are encouraged to begin their assignments in advance, and give themselves plenty of time to write.

**AS.220.201.01**

**Introduction to Poetry**

**Mary Jo Salter**

Overall quality of the class: 4.54

Summary:

The best aspects of this course included the thoughtful and useful feedback provided by the instructor. Some students felt that there wasn't enough time to workshop all of the poems, and that some of them got no feedback on certain assignments. Suggestions for improvement included spending more time discussing students' own poetic works and processes rather than assigned poetry to ensure everyone gets workshopped. Prospective students should expect to be challenged on their writing by an accomplished and knowledgeable professor

### **AS.220.201.02**

#### **Introduction to Poetry**

**James Arthur**

Overall quality of the class: 4.46

Summary:

The best aspects of this course included the engaging, enthusiastic professor and thoughtful prompts. Some students felt that the class was falling behind, and that there was too much time spent discussing the assigned reading. The lack of traditional grades was also concerning for students who wanted to track their progress. Suggestions for improvement included better structured workshops, as well as more and faster feedback from the instructor. A more concrete grading system would also be beneficial. Prospective students should expect a heavy workload with weekly poems due, and to grow as a writer.

### **AS.220.206.01**

#### **Writing about Science I: Daily News Journalism**

**David Grimm**

Overall quality of the class: 4.20

Summary:

The best aspects of this course included the small class size and caring, knowledgeable instructor, who allowed for focused critiques of student work. Some students felt that the timing of the class was inconvenient (Friday afternoon). Suggestions for improvement included changing the formatting of the workshop and holding class at a different time. Prospective students should know that this course isn't just about science writing, it is more about communicating complicated ideas clearly and concisely. Regardless of your preferred genre your writing will be improved by this class.

### **AS.220.210.01**

## **Introduction to Non-Fiction: Science as a Social Activity**

**Wayne Biddle**

Overall quality of the class: 3.92

### Summary:

The best aspects of this course included the interesting topics and insightful instructor who provided opportunities for revision. Some students felt that class was too lecture-based, and that the instructor discouraged discussion even when it would have been beneficial. The feedback received on papers could be limited and unhelpful as well. Suggestions for improvement included engaging with students more, fostering discussion in class, and providing more extensive feedback on assignments. Prospective students should have some writing experience before enrolling and know that the final grade is based on three essays.

## **AS.220.212.01**

### **Line and Lineage: A Survey of Poetry Writing**

**Dora Malech**

Overall quality of the class: 4.73

### Summary:

The best aspects of this course included the engaging, knowledgeable professor and good mix of lecture versus discussion. Students especially enjoyed the diverse readings and historical approach to poetry. Some students felt that although the reading list was enjoyable and thorough, it was quite heavy and could use some paring down. Some were also unsure of what to include on weekly creative assignments and how much emphasis to put on them. Suggestions for improvement included breaking up lectures with writing exercises or other activities, and breaking off into smaller groups to help propel further discussion in class. Prospective students should expect to do heavy reading and be prepared to participate in class discussions.

## **AS.220.309.01-02**

### **Writing Healthy Baltimore**

**Karen Masterson**

Overall quality of the class: 4.84

### Summary:

The best aspects of this course included the dedicated instructor who provided thorough feedback of students' work. Students especially valued that the class focused on improving a few pieces of writing, and submitting many drafts of the same paper. Some students felt that there was poor time

management during workshops, and that they often ran out of time or stayed a bit late. Suggestions for improvement included better time management, making sure student edits are more specific, and providing grades to track their progress. Prospective students should be prepared to go out in the community to find a story to research and write about, and start their final project early.

**AS.220.311.01**

**Intermediate Fiction: Point of View**

**Tristan Davies**

Overall quality of the class: 3.93

Summary:

The best aspects of this course included the engaging, thoughtful instructor, constructive feedback, and useful workshops. Some students felt that there wasn't enough time to workshop every piece, and that the course lacked structure. Additionally, it was mentioned that the instructor occasionally made inappropriate or offensive comments. Suggestions for improvement included adding more structure to the class, giving students an indication of their grade, and making the expectations for assignments more clear. Prospective students should be prepared to do a lot of writing and discuss their work with their peers.

**AS.220.312.01**

**Intermediate Fiction: Detail and Description**

**Katharine Noel**

Overall quality of the class: 5.00

Summary:

The best aspects of this course included the creative freedom and valuable feedback from a caring and knowledgeable instructor. Some students felt that there were too many workshop letters each week, and that sometimes they were unhelpful. Suggestions for improvement included sometimes forgoing assigned reading for a writing exercise, or lessening the amount of workshop letters and allowing for more creative assignments instead. Prospective students should expect a class that will challenge them to think about their long-term plans as writers.

**AS.220.313.01**

**Writing about the Arts**

**Sarah Smith**

Overall quality of the class: 4.54

Summary:

The best aspects of this course included the knowledgeable, passionate, and dedicated instructor. Students especially enjoyed that this class allowed them to get out and explore the city. Some students felt that there was not enough time to workshop everyone's pieces. Suggestions for improvement included structuring class time better to ensure more workshopping gets done. Prospective students should know that there is an expectation for them to venture off campus a few times to see a gallery or movie.

**AS.220.377.01**

**Intermediate Poetry: Poetic Forms**

**Greg Williamson**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included the knowledgeable, helpful instructor and supportive workshop setting. Some students felt that the workshopping could be rushed though, and that they didn't receive enough feedback on their poems. Suggestions for improvement included meeting more than once a week, longer and less-frequent workshops, and more diverse readings. Prospective students should be prepared to write poems weekly and abide by specific meter and rhyming techniques. This class focuses on form specifically, so students shouldn't go in expecting to write free verse poetry.

**AS.220.378.01**

**Intermediate Poetry: Poetic Forms II**

**Greg Williamson**

Overall quality of the class: 4.54

Summary:

The best aspects of this course included the knowledgeable instructor and clear goals for the course each week. Some students felt that the workshops could be rushed, and that they didn't receive enough feedback on their poems. Suggestions for improvement included workshopping fewer poems each week, and maybe only assigning a few poems each week rather than an entire book. Prospective students should be familiar with writing poetry and commenting on peers' work. All of the poems are to be written in meter and with rhyme.

**AS.220.400.01**

**Advanced Poetry Workshop**

**Andrew Motion**

Overall quality of the course: 4.85

Summary:

The best aspects of this course included the excellent feedback and caring, invested professor. Some students felt the structure of the class sometimes felt monotonous, and that the grading system was a bit unclear. Suggestions for improvement included changing up the format of the class, moving workshop along more quickly so that more students could be workshopped each week, and diversifying the reading list. Prospective students should expect to complete weekly workshop pieces and reading responses.

**AS.220.401.01**

**Advanced Fiction Workshop**

**Jean McGarry**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the engaging readings and constructive feedback from the instructor. Some students felt that they didn't always have time to read stories as closely as they would have liked before workshopping them, and that too much time was spent discussing readings rather than focusing on their construction. Suggestions for improvement included more structured workshops to ensure that each story gets the focus it deserves. Prospective students should be prepared to write and workshop weekly.

**AS.220.401.02**

**Advanced Fiction Workshop**

**Brad Leithuser**

Overall quality of the class: 4.27

Summary:

The best aspects of this course included the helpful instructor feedback, productive workshops, and thought-provoking readings. Some students felt that the class time was managed poorly, resulting in not enough time to workshop. Suggestions for improvement included structuring class time more effectively and having more specific writing prompts. Prospective students are encouraged to start their assignments early and give themselves time to proofread.

**AS.220.441.01**

**Readings in Poetry: Shakespeare and Company**

**Mary Jo Salter**

Overall quality of the class: 4.92

Summary:

The best aspects of this course included the enthusiastic professor, small class size, and lively, in-depth discussions. Some students felt that they didn't get to spend enough time on each play, and that the workload was unevenly distributed. Suggestions for improvement included meeting twice a week to split up the workload, and making the amount of readings more consistent. Prospective students should expect an intellectually challenging but rewarding class, and not be afraid to meet with the professor during office hours for help.

**AS.220.442.01**

**Readings in Fiction: Narrative Strategies of Jane Austen**

**Jean McGarry**

Overall quality of the class: 4.90

Summary:

The best aspects of this course included the engaging instructor, in-depth analyses, and book-club atmosphere of the classroom. Some students felt that the grading criteria was unclear, and that the class could drag on a bit. Suggestions for improvement included a more detailed syllabus with criteria for each homework assignment and some variety in the way class was lead. Prospective students should expect to do large amounts of critical reading and analysis.

**AS.220.443.01**

**Readings in Poetry: International Voices**

**Andrew Motion**

Overall quality of the class: 4.87

Summary:

The best aspects of this course included the encouraging instructor, constructive feedback, and diverse readings. Some students felt that they often ran out of time in class, and didn't get to do enough workshopping. Suggestions for improvement included a clearer grading policy and better time management in class to ensure that everything receives the focus it deserves. Prospective students should be aware that although this is a readings course there are weekly workshops as well.

**AS.220.445.01**

## **Readings in Fiction: Novels about Journalism**

**Wayne Biddle**

Overall quality of the class: 3.71

### Summary:

The best aspects of this course included the interesting readings and creative freedom. Some students felt that the class discussions were lacking, ineffective, and unfocused. Suggestions for improvement included more structured discussions, sending out talking points before class, or asking students to bring some questions in each week to facilitate discussion. Prospective students should expect heavy reading, and be prepared to read and discuss a new novel at length every one to two weeks.

## **WHITING SCHOOL OF ENGINEERING APPLIED MATHEMATICS AND STATISTICS DEPARTMENT**

### **EN.500.100.01**

#### **Introduction to Applied Mathematics and Statistics**

**Elie Younes**

Overall quality of the class: 3.51

### Summary:

The best aspects of this course included the exposure to the different fields and career paths open to Applied Mathematics and Statistics Majors. Students also appreciated meeting the different professors in the department, and the class' relaxed atmosphere. Some students felt that the homework was overly difficult and seemed unrelated to the lectures. A few students also felt that the lectures seemed to not take into consideration the lack of background they had in some of the topics covered. Suggestions for improvement included making lectures more interactive or adding in-class activities, and keeping the lectures focused on the basics or giving additional resources so students could research topics on their own. Prospective students are advised that their grade will be based on their attendance and the homework assignments, and that they should participate and ask questions to get the most from the course.

### **EN.550.111.01-06**

#### **Statistical Analysis I**

**Dwijavanti Athreya**

Overall quality of the class:

### Summary:

The best aspects of this course included the breadth of material covered, availability of helpful resources, and informative lectures given by an approachable instructor. Some students felt that homework grades seemed arbitrary or unfair, and that the homework assignments were tedious at times. Suggestions for improvement included providing an answer key to the concept worksheets, and reducing the overall workload. Students also suggested making the lecture videos shorter, and having

more in-class lectures instead. Prospective students are advised that the homework can be very time consuming, and that the final grade is based heavily on the exams.

**EN.550.112.01-04**  
**Statistical Analysis II**  
**Fred Torcaso**

Overall quality of the class:

Summary:

The best aspects of this course included informative lectures given by an instructor who was able to convey complex ideas effectively and efficiently, and clear expectations as to what students needed to learn. Some students felt that homework assignments were long and could feel a bit tedious, and that the grading on tests was overly harsh and the tests themselves were inconsistent in difficulty. Suggestions for improvement included going over more practice problems in class, and having review sessions before the exams. Prospective students are advised that reading the textbook on their own time will benefit them greatly, and that the homework, while manageable, can be time consuming.

**EN.550.171.01-04**  
**Discrete Mathematics**  
**Beryl Castello**

Overall quality of the class:

Summary:

The best aspects of this course included the intellectually challenging and interesting subject matter, well-structured lectures given by an effective instructor. Some students felt that the exams were unnecessarily difficult and that there wasn't enough time given to complete them. A few students also felt that the practice problem sets were time consuming and didn't reflect the difficulty of the exams. Suggestions for improvement included scaling the grades or lessening the weight of the exams on the final grade. Students also suggested covering more example problems in class. Prospective students are advised that the textbook is a useful supplement to the lectures, and that they should be sure to prepare for some difficult exams with no grading curve.

**EN.550.291.01-02**  
**Linear Algebra and Differential Equations**  
**Prashant Athavale**

Overall quality of the class:

Summary:

The best aspects of this course included learning the basics of both linear algebra and differential equations, a competent instructor, and straight-forward structure. Some students felt that the instructor would sometimes lecture at too fast a pace, especially during the second half of the course. A few students were also disappointed that they didn't get to use MATLAB more, and would have liked a

grading curve. Suggestions for improvement included spending more time on practice problems in class, and having a more consistent pace throughout the course. Prospective students are advised that the course is challenging but straight-forward, and that there is no grading curve.

**EN.550.310.01-03**

**Probability & Statistics**

**Prashant Athavale**

Overall quality of the class:

Summary:

The best aspects of this course included the applicable subject matter, engaging lectures, and a helpful TA section. Some students felt that the grading was overly harsh, and that the class and tests depended too much on memorization rather than understanding the concepts. A few students also felt that the lectures didn't correspond with the material in the textbook, and that too much material was covered in each class. Suggestions for improvement included posting lecture notes online, and grading the class on at least a slight curve. Prospective students are advised that the course may start off slow but increases in pace over the course of the semester, and that a background in Calculus 3 is helpful.

**EN.550.311.01-03**

**Probability and Statistics for Biological Sciences and Engineering**

**Fred Torcaso**

Overall quality of the class:

Summary:

The best aspects of this course included interesting content taught by an engaging instructor, and the online lecture notes and practice exams. Some students felt that feedback on the homework was not returned to them in a timely enough manner, and that the class should have been graded on a curve. Suggestions for improvement included assigning practice problems that are more representative of the problems found on their exams, and changing the textbook to one that has a solutions manual. Prospective students are advised that the material and grading is very straight-forward, and that they should have a background in calculus.

**EN.550.342.01**

**Investment Science**

**John Miller**

Overall quality of the class:

This class had 5 or fewer comments.

**EN.550.361.01-04**

**Introduction to Optimization**

**Donniell Fishkind**

Overall quality of the class:

**Summary:**

The best aspects of this course included fascinating subject matter taught by an effective and approachable instructor. Some students felt that the exams relied too heavily on memorizing proofs and that the homework assignments didn't adequately prepare them for the material that was on them. A few students also felt that the exams were graded very harshly, and that assistance was lacking for students that weren't familiar with MATLAB. Suggestions for improvement included adding a MATLAB pre-requisite, and relating the course material to real world applications. Prospective students are advised to take careful notes during lecture, and that experience programming in MATLAB is highly recommended.

**EN.550.385.01****Scientific Computing: Linear Algebra****Gregory Eyink**

Overall quality of the class: 3.60

This class had 5 or fewer comments.

**EN.550.391.01****Dynamical Systems****Prashant Athavale**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**EN.550.400.01****Mathematical Modeling and Consulting****Beryl Castello**

Overall quality of the class: 4.41

**Summary:**

The best aspects of this course included the fascinating content and real world applications of the subject matter. Students also appreciated the group projects and the opportunity to improve their presentation skills. Some students felt that the deadlines for the projects and homework assignments were not distributed very well across the semester, making the workload too heavy at times. Suggestions for improvement included improving the structure of the course so that the assignments were more evenly distributed across the semester, and making the projects less challenging. Prospective students are advised that experience working with MATLAB is helpful, and to be prepared for a heavy workload.

**EN.550.413.01-02****Applied Statistics and Data Analysis****Minh Hai Tang**

Overall quality of the class:

Summary:

The best aspects of this course included its useful and applicable in-depth analysis of topics. Students also appreciated the availability of back tests and lecture slides. Some students felt that the instructor would speak too quickly at times, and that the lectures sometimes relied too heavily on the slides. Suggestions for improvement included going over more example problems in class, and slowing down the pace of the lectures. Prospective students are advised that having experience programming with R is helpful, and that studying the lecture slides is essential to success.

**EN.550.420.01-04****Introduction to Probability****John Wierman**

Overall quality of the class:

Summary:

The best aspects of this course included its intellectual challenge, and the additional resources provided by the instructor such as back tests, slideshows, and extra credit opportunities. Some students felt that the grading on exams was overly harsh, that the lectures were sometimes hard to follow, and that not providing answer keys for the practice problems made them a lot less helpful. Suggestions for improvement included being given the solutions to practice problems and back tests, and better organizing the course so that time was evenly distributed across the topics covered. Prospective students are expected to have a background in calculus, and should be prepared to dedicate a lot of time to the problem sets each week.

**EN.550.427.01-02****Stochastic Processes and Applications to Finance****Dwijavanti Athreya**

Overall quality of the class:

Summary:

The best aspects of this course included the well-structured lectures, useful knowledge acquired, and intellectual challenge. Some students felt that the homework was too difficult and time consuming, and were disappointed that the course focused more on theory than application. Suggestions for improvement included reducing the amount of homework assigned, and to introduce more material that covers the applications of the theories and concrete examples of stochastic processes. Prospective students are advised that the course can be extremely challenging, and that a background in real analysis is helpful.

**EN.550.430.01-02****Introduction to Statistics****Dwijavanti Athreya**

Overall quality of the class:

Summary:

The best aspects of this course included frequent office hours during which the instructor provided quality help to students, and the interesting subject matter that was relevant to practical applications. Some students felt that the homework assignments were overly difficult and tedious, and that the course's workload in general was unreasonable. Suggestions for improvement included reducing the number of problems on the homework assignments, being given more guidance on the homework. Prospective students are advised to set aside a lot of time outside of class to complete the homework so they should take this course with a lighter course load.

**EN.550.433.01-02****Monte Carlo Methods****James Spall**

Overall quality of the class:

Summary:

The best aspects of this course included the useful content provided, and homework assignments that applied the theories taught in class. Some students felt that the grading was overly strict and sometimes felt arbitrary, that there were too many tests, and that the homework was too long and difficult. Suggestions for improvement included posting the homework assignments further in advance, and to provide better resources to help students prepare for the exams. Prospective students are advised that the course is very challenging, and that they should have decent coding abilities.

**EN.550.436.01-04****Data Mining****Tamas Budavari**

Overall quality of the class:

Summary:

The best aspects of this course included the wide range of machine learning techniques covered, and an enjoyable final project that allowed students to apply the skills they learned. Students also appreciated the opportunity to learn how to use Python. Some students felt that lectures were sometimes hard to follow because of the pace. Suggestions for improvement included receiving more timely feedback on homework and exams, and adding more graded assignments and projects. Prospective students should be aware that a background in statistics is highly recommended, and that the workload is manageable.

**EN.550.442.01-02**  
**Investment Science**  
**John Miller**

Overall quality of the class:

This class had 5 or fewer comments.

**EN.550.443.01**  
**Financial Computing in C++**  
**Maxim Bichuch**

Overall quality of the class:

This class had 5 or fewer comments.

**EN.550.444.01-02**  
**Introduction to Financial Derivatives**  
**David Audley**

Overall quality of the class:

Summary:

The best aspects of this course included a knowledgeable instructor who was invested in the success of the students; as well as the relevant course material and straight-forward workload. Some students felt that lectures relied too heavily on PowerPoint slides, and that the exams were overly difficult. Suggestions for improvement included improving the TA section, and making the lectures more engaging and interactive. Prospective students are advised that the course has a manageable workload, and that most of the learning is done independently through the homework and textbook.

**EN.550.446.01**  
**Risk Measurement/Management in Financial Markets**  
**David Audley**

Overall quality of the class: 4.26

This class had 5 or fewer comments.

**EN.550.449.01**  
**Advanced Equity Derivatives**  
**John Miller**

Overall quality of the class: 4.79

This class had 5 or fewer comments

**EN.550.461.01**  
**Optimization in Finance**  
**Fred Torcaso**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**EN.550.465.01**  
**Introduction to Convexity**  
**Amitabh Basu**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.550.471.01**  
**Combinatorial Analysis**  
**Beryl Castello**

Overall quality of the class: 4.58

Summary:

The best aspects of this course included the challenging but manageable homework assignments, helpful discussion sections, and a good classroom atmosphere that encouraged participation. Some of the students felt that the course too slow at the beginning of the semester, and that the final grade relied too much on the exams and not enough on the homework assignments. Suggestions for improvement included pacing the course more evenly across the semester, and assigning more homework or having multiple midterms to distribute the grade across. Prospective students should be familiar with writing proofs and having a background in discrete math as it will prove helpful to their success in this class.

**EN.550.620.01**  
**Probability Theory I**  
**James Fill**

Overall quality of the class: 4.44

Summary:

The best aspects of this course included an enthusiastic instructor and the emphasis put on independent study. Some students felt that lectures relied too heavily on slides and were not very engaging, and that the course was overly time consuming. Suggestions for improvement included splitting the course in

two so they could move at a slower pace, and covering more applications as well as spending more time on theory. Prospective students are advised to have a strong background in real analysis.

**EN.550.621.01**  
**Probability Theory II**  
**Vincent Lyzinski**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**EN.550.630.01**  
**Statistical Theory**  
**Daniel Naiman**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**EN.550.632.01**  
**Bayesian Statistics**  
**Yanxun Xu**

Overall quality of the class: 4.03

Summary:

The best aspects of this course included the variety of practical topics covered and the opportunity for students to practice their programming skills. Some students felt that the content delivered in the lectures was unclear and could have been better prepared. Suggestions for improvement included having an online forum to ask questions rather than spend class time on them, and spending more time in class working with R coding. Prospective students are advised to have an advanced understanding of statistics before taking the class, and know that experience programming with R is helpful.

**EN.550.649.01**  
**Advanced Financial Theory**  
**Helyette Geman**

Overall quality of the class:

This class had 5 or fewer comments.

**EN.550.661.01**  
**Foundations of Optimization**

**Daniel Robinson**

Overall quality of the class: 4.71

Summary:

The best aspects of this course included the well-organized lecture slides, clear and effective lecturing, and homework assignments that were fair and a helpful review of course material. Some students felt that the exams relied too heavily on memorization, and that the homework proofs could have been more challenging. Suggestions for improvement included making the exam more difficult but also allowing a cheat sheet in order to take the focus away from memorization. Prospective students are advised that some basic MATLAB coding skills are helpful for the homework assignments.

**EN.550.681.01**

**Numerical Analysis**

**Nicolas Charon**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**EN.550.692.01-02**

**Matrix Analysis Linear Algebra**

**Donniell Fishkind**

Overall quality of the class:

Summary:

The best aspects of this course included well structured lectures that covered a variety of mathematics, and an engaging and responsive instructor who delivered effective lectures. Some students felt that the class sometimes moved at too fast a pace and could have benefited from longer sessions. A few students also felt that there was a disparity between the difficulty of lectures and tests. Suggestions for improvement included making solutions to the homework assignments available, and quickening the pace of the review sessions at the beginning of the course. Prospective students are advised to have a background in linear algebra, and should know that the homework and exams are challenging but the instructor is approachable if they have questions.

**EN.550.782.01**

**Statistical Uncertainty Quantification**

**Mengyang Gu**

Overall quality of the class: 4.00

This class had 5 or fewer comments.

**EN.580.111.01-05; .07-28**  
**BME Modeling and Design**  
**Eileen Haase**

Overall quality of the class:

This class had 5 or fewer comments.

**EN.580.211.01**  
**BME Design Group**  
**Robert Allen**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included its team-based learning environment, and the opportunity to gain hands-on experience. Some students felt that there were too many deliverables expected, and that sometimes the feedback they received wasn't helpful. Suggestions for improvement included having more time to work on their projects with less time spent on lectures. Prospective students are advised that the class requires a large time commitment but is ultimately worth it.

**EN.580.221.01-05**  
**Molecules and Cells**  
**Eileen Haase**

Overall quality of the class:

Summary:

The best aspects of this course included the helpful online resources available on Blackboard, engaging lectures, and interesting subject matter. Some students felt that there was too much material covered at too fast a pace, and that the material taught relied too heavily on memorization. A few students also felt that having multiple instructors made the course content seem disjointed. Suggestions for improvement included making the material covered by the three instructors more consistent, and providing answer keys for quizzes, exams, and homework assignments. Prospective students are advised to have a background in AP-level biology, and should be prepared to work in groups on their homework assignments.

**EN.580.311.01**  
**BME Design Group**  
**Robert Allen**

Overall quality of the class: 4.08

Summary:

The best aspects of this course included the opportunity to gain hands-on experience designing and creating a device with real-world applications, and the freedom to choose one's own project. Some students felt that the lectures weren't particularly useful, and that the deliverables took time away working on their own project. Some students also had trouble knowing what instructions follow the various instructors would sometimes have contradictory opinions. Suggestions for improvement included giving more in-class time to work as a group on their projects, more evenly distributing the due date requirements. Prospective students are advised that this course requires a very large time commitment outside of class.

**EN.580.321.01-04**

**Statistical Mechanics and Thermodynamics**

**Michael Beer**

Overall quality of the class:

Summary:

The best aspects of this course included the intellectually challenging material, interesting topics covered, and helpful weekly quizzes and practice problems. Some students felt that there was too much material covered, and that the exams were overly long and difficult. Suggestions for improvement included using the chalkboard rather than slides during lecture, and covering less material. Another suggestion was that the course be split in two in order to make the amount of material covered more manageable. Prospective students are advised that the class can be extremely difficult and that they will need to spend a considerable amount of time studying.

**EN.580.410.01-04**

**Effective Teaching and Management of Engineering Teams**

**Eileen Haase**

Overall quality of the class:

Summary:

The best aspect of this course was getting the opportunity to mentor freshmen students which was found to be very rewarding. Some students felt that they could have used more direction in terms of expectations, and that the files posted online were sometimes disorganized. Suggestions for improvement included receiving more feedback and clear direction as to what they were responsible as lab managers. Prospective students should know that this course is highly recommended and a great opportunity to help out younger students.

**EN.580.411.01**

**BME Design Group**

**Robert Allen**

Overall quality of the class: 4.16

Summary:

The best aspects of this course included the opportunities to design a medical device and work as a part of a team. Some students felt that feedback could sometimes be conflicting from different faculty, and that the amount of deliverables due sometimes impeded progress on the project. Suggestions for improvement included being given more guidance and having better avenues of communication with mentor and other faculty. Other students suggested there be fewer deliverables required of them, and having fewer and clearer deadlines. Prospective students should be prepared to spend a significant amount of time on this class each week.

**EN.580.413.01**

**Design Team, Team Leader Seminar**

**Robert Allen**

Overall quality of the class: 3.86

Summary:

The best aspects of this course included the opportunity to learn about what other team leaders are working on, and being able to engage with other team leaders to discuss team logistics. Some students felt that the meeting time for the class was too early in the morning, and that sometimes feedback was unclear. Suggestions for improvement included having more time spent in round table discussions, and having the class meet at a later time. Prospective students are advised to listen and respond during discussions in order to get the most from the class.

**EN.580.421.01-04**

**Systems Bioengineering I**

**Natalia Trayanova**

Overall quality of the class:

Summary:

The best aspects of this course included the intellectually stimulating subject matter, and the guest lectures from speakers at the forefront of their respective fields. Some students felt that the course covered far too much information, and that the exams weighed too heavily upon their final grade. Suggestions for improvement included providing more practice problems, and adding another midterm or grading homework in order to better distribute the final grade. Students also suggested having the course cover less information so that they could spend more time on the content covered. Prospective students are advised that knowledge of MATLAB is helpful, and that the class is difficult so they should be sure to take advantage of office hours.

**EN.580.423.01-04**

**Systems Bioengineering Lab I**

**Eileen Haase**

Overall quality of the class:

Summary:

The best aspect of this course was the hands-on lab sessions that allowed the students to apply the concepts learned in Systems Bioengineering. Some students felt that the grading of their lab reports sometimes seemed arbitrary, and that expectations were sometimes unclear. A few students also felt that there was sometimes a disconnect between what was studied in the labs and what appeared on their exams. Suggestions for improvement included having better pre-lab material, and giving more timely feedback on the lab reports. Prospective students are advised that there are dissections in some of the labs, and that deadlines are taken very seriously.

**EN.580.429.01-04**

**Systems Bioengineering III**

**Joel Bader**

Overall quality of the class:

Summary:

The best aspects of this course included accessible subject matter that challenged students to apply what they had learned in previous classes in new ways, and homework that was helpful in preparing them for the exams. Some students felt that the class structure was disorganized at times, and that the course was overly math-heavy and conceptual. Suggestions for improvement included focusing more on application-based learning in order to give the math more biological significance. Prospective students are advised to study the home assignments, and that a strong math background is necessary to succeed.

**EN.580.431.01**

**Introduction to Computational Medicine I**

**Michael Miller**

Overall quality of the class: 3.86

Summary:

The best aspects of this course included its intellectual challenge, and the interesting research covered that introduced students to new mathematical concepts. Some students felt that the class was at times disorganized, and that they weren't adequately prepared for some of the heavier material. Suggestions for improvement included creating a clearer syllabus, and adding prerequisite courses to help students gauge whether they're prepared for the class. Prospective students are advised to have a background in probability and statistics, and experience programming in MATLAB.

**EN.580.437.01**

**Neuro Data Design I**

**Joshua Vogelstein**

Overall quality of the class: 4.73

Summary:

The best aspects of this course included the freedom to set one's own goals, its intellectual challenge, and self-driven approach to learning. Some students felt that the course had too steep of a learning

curve, and a sometimes unreasonable workload. A few students were also confused by what they felt were frequent changes to class expectations. Suggestions for improvement included having more code documentation, and clearer instruction. Prospective students are advised that the class is difficult but rewarding, and that having experience in linear algebra and computer programming is helpful.

**EN.580.441.01**

**Cellular Engineering**

**Jordan Green**

Overall quality of the class: 3.83

Summary:

The best aspects of this course included engaging lecture topics that provided a good overview of cell engineering, a welcoming classroom environment, and real-life applications of the material. Some students felt that the course relied too heavily on memorization, and that there was a lack of organization and cohesiveness to the class due to having two lecturers. Suggestions for improvement included splitting the class into separate graduate and undergraduate classes. Students also suggested shortening the MATLAB problem sets. Prospective students should have a background in MATLAB, and know that a lot of memorization is required in order to succeed in this class.

**EN.580.451.01-02**

**Cell and Tissue Engineering Lab**

**Eileen Haase**

Overall quality of the class:

This class had 5 or fewer comments.

**EN.580.456.01**

**Introduction to Rehabilitation Engineering**

**Scott Paul**

Overall quality of the class: 3.17

Summary:

The best aspects of this course included the variety of material covered by excellent guest lecturers, and the opportunity to shadow clinicians as they treated patients. Some students felt that there was a general lack of organization to the course, and that there was an uneven distribution of work throughout the course. A few students also felt that the grading was overly harsh, and that expectations were unclear. Suggestions for improvement included having clearer guidelines as to what is expected from assignments, and more guidance from the instructor who was rarely present. Prospective students should know that this class serves as a great introduction to the field.

**EN.580.471.01**

**Principles of Design of BME Instrumentation**  
**Nitish Thakor**

Overall quality of the class: 3.44

Summary:

The best aspect of this course was the hands-on experience provided by the labs which students felt facilitated learning valuable skills. Some students felt that the course lacked organization and suffered from the professor being absent regularly. A few students also felt that grading and feedback seemed arbitrary at times. Suggestions for improvement included having a syllabus that was more closely followed, and being provided with written guidelines for the projects ahead of time. Prospective students are advised that the projects can be very time consuming, and that the TAs are a good resource if they need guidance.

**EN.580.472.01**  
**Medical Imaging Systems**  
**Jerry Prince**

Overall quality of the class: 4.18

Summary:

The best aspects of this course included the interesting course content, and the quizzes which helped students review what they learned during the lectures. Some students felt that the workload was much too heavy, and that more time was needed to finish the exams than was allotted. Suggestions for improvement included reducing the amount of assignments, and giving the students more time to complete the exams. Prospective students would benefit from having a strong background in signals and systems, and should be aware that the course is very challenging.

**EN.580.495.01**  
**Microfabrication Lab**  
**Andreas Andreou**

Overall quality of the class: 3.80

This class had 5 or fewer comments.

**EN.580.602.01**  
**Special Topics in Bioengineering Innovation and Design**  
**Soumyadipta Acharya**

Overall quality of the class: 4.08

This class had 5 or fewer comments.

**EN.580.607.01**  
**Regulation of Medical Devices**  
**Soumyadipta Acharya**

Overall quality of the class: 4.00

Summary:

The best aspects of this course included the opportunity to talk to and hear lectures from FDA representatives, and the interesting subject matter which students found relevant to their studies. Some students felt that the quizzes were unnecessary and not very straightforward, and having a different speaker for each lecture sometimes made the class feel disjointed. Suggestions for improvement included getting rid of the quizzes, and making the class more interactive. Prospective students should know that this is a great introduction to FDA regulations, and that while the quality of the lectures can be inconsistent it is a rewarding experience.

**EN.580.611.01**  
**Medical Device Design and Innovation**  
**Soumyadipta Acharya**

Overall quality of the class: 4.42

Summary:

The best aspects of this course included the quality feedback given on their project, the journal club group discussions, and having access to mentors from the Hopkins Hospital. Some students felt that the course was overly intensive, and that having to work with two separate groups on two projects simultaneously made it difficult to manage their time. Suggestions for improvement included having more time to discuss their projects with the other teams. Prospective students are advised that they will be required to both work in teams and independently, and that while the course is a lot of work it is a highly rewarding experience.

**EN.580.619.01**  
**Bioengineering Innovation and Design – Global Health**  
**Soumyadipta Acharya**

Overall quality of the class: 4.35

Summary:

The best aspects of this course included the immersive aspects of the course such as opportunities to work in the field. Many students also appreciated the flexibility of the class hours, and the freedom to tailor the class according to their project. Some students felt that there was not enough guidance from the instructor and TAs and that they were uncertain of their schedules. A few students also felt that there was not enough feedback, and that sometimes the feedback was conflicting. Suggestions for improvement included there being more transparency between various stakeholders in the project, and better communication between faculty members. Prospective students are advised that the class is a highly immersive and rewarding experience, but requires a large time commitment.

**EN.580.623.01****Insight Informed Innovation II****Paul Fearis**

Overall quality of the class: 3.90

**Summary:**

The best aspects of this course included engaging lectures that gave students perspective on the real-world applications of the material, and the helpful feedback from a very capable instructor. Some students felt that the lectures were sometimes less than helpful because the topics covered were out of sync with the status of their projects. Suggestions for improvement included better organized lectures that applied to the current state of their projects rather than being based on a scheduled topic. Prospective students are advised that this course is a highly rewarding examination of the design process.

**EN.580.631.01****Introduction to Computational Medicine I****Michael Miller**

Overall quality of the class: 4.10

This class had 5 or fewer comments.

**EN.580.639.01****Models of the Neuron****Sridevi Sarma**

Overall quality of the class: 4.00

**Summary:**

The best aspects of this course included its interesting subject matter, an engaging final project, and the way it was organized into two clear sections. Some students felt that the homework assigned during the first half of the semester was not in keeping with the material they were being taught in the lectures. Suggestions for improvement included ensuring that the homework assignments are relevant to the lecture material, and going over more sample problems in class. Students also suggested that they would have liked more time for the project, and a better textbook for the first half of the course. Prospective students are advised that the first half of the course is a lot of work, and that it is very math-heavy.

**EN.580.641.01****Cellular Engineering****Jordan Green**

Overall quality of the class: 4.18

Summary:

The best aspects of this course included the wide variety of material covered, and the opportunity to practice modeling using MATLAB. Some students felt that while they liked the diversity of topics covered, the lectures sometimes seemed disjointed because of it. A few students also felt that the lecture slides were somewhat difficult to follow, and that 'guesstimating' answers made students unsure of the level of knowledge they should have about some topics. Suggestions for improvement included covering topics in more depth, even if that meant removing some topics completely. Prospective students are advised that there is a lot of MATLAB coding on the homework so having a MATLAB background is helpful, but if they are rusty the TAs provide good help.

**EN.580.678.01**

**Biomedical Photonics**

**Xingde Li**

Overall quality of the class: 4.80

This class had 5 or fewer comments.

**EN.580.738.01**

**Advanced Seminars in Cardiac Electrophysiology and Mechanics**

**Natalia Trayanova**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.580.771.01-02**

**Principles of the Design of Biomedical Instrumentation**

**Nitish Thakor**

Overall quality of the class: 3.00

This class had 5 or fewer comments.

**CENTER FOR LEADERSHIP EDUCATION DEPARTMENT**

**EN.663.615.01**

**Building Effective Posters and Slides**

**Charlotte O'Donnell**

Overall quality of the class: 4.14

This class had 5 or fewer comments.

**EN.663.644.02**  
**Writing Articles and Technical Reports**  
**Robert Graham**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**EN.663.648.01**  
**Introduction to Dissertation Writing**  
**Heather Parker**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**EN.663.649.02**  
**Continuing Dissertation Writing Workshop**  
**Heather Parker**

Overall quality of the class: 4.38

This class had 5 or fewer comments.

**EN.663.671.02**  
**Leading Change**  
**William Smedick**

Overall quality of the class: 4.75

This class had 5 or fewer comments.

**EN.663.672.01**  
**Management and Technology Consulting**  
**Alexander Cocron**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.663.673.01**

**Leading Teams in Virtual, International and Local Settings**  
**William Smedick**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**EN.663.675.02**  
**Communicating in a Crisis**  
**Leonard Foxwell**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**CHEMICAL AND BIOMOLECULAR ENGINEERING DEPARTMENT**

**EN.540.101.01**  
**Chemical Engineering Today**  
**Lise Dahuron**

Overall quality of the class: 3.92

Summary:

The best aspects of this course included guest speakers from a wide variety of fields, and the opportunity to create a resume. Some students felt that the process safety group assignment seemed unconnected to the rest of the course, and had trouble coordinating with their group members. Students also thought that they weren't engaged frequently enough, and that instructions for assignments were sometimes unclear. Suggestions for improvement included making the course more interactive with hands-on activities and more time spent on question and answer sessions with the speakers. Prospective students are advised that this course is a good way to decide whether they want to continue in the chemical engineering field.

**EN.540.202.01; .03-06**  
**Introduction to Chemical & Biological Process Analysis**  
**Jeffrey Gray**

Overall quality of the class:

Summary:

The best aspects of this course included its PILOT section, and the challenging practice problems that helped students better understand the material. Some students felt that there was too much homework and that it was overly time consuming. A few students also felt that the topic of energy wasn't covered with enough clarity. Suggestions for improvement included providing answers to the practice exams, and reducing the amount of homework assigned. Prospective students are advised that the course is a lot of work but that it is ultimately rewarding.

**EN.540.203.01****Engineering Thermodynamics****Michael Bevan**

Overall quality of the class: 3.47

## Summary:

The best aspects of this course included a useful textbook, and the availability of lecture slides on Blackboard. Students also felt that the grading system was fair due to it taking into account the process used to arrive at an answer in addition to whether the answer was correct. Some students felt that there wasn't enough example problems and practice material provided. Suggestions for improvement included providing more resources for students to practice the material, such as a PILOT session where problems could be practiced as a group. Students also thought it would be helpful if solutions to the homework assignments were posted. Prospective students are advised that they should be ready to do outside reading of the textbook and extra practice problems in order to succeed.

**EN.540.204.01****Applied Physical Chemistry****David Gracias**

Overall quality of the class: 3.32

## Summary:

The best aspects of this course included the challenging material and rewarding homework assignments. Students also found the section on quantum mechanics to be very interesting, and the daily quizzes to be helpful. Some students felt that the lectures could move at too fast a pace, and that the grading system was overly harsh due to its lack of partial credit. Suggestions for improvement included moving at a slower pace or reducing the number of topics covered, and doing more example problems in class. Prospective students are advised that this is a very challenging, math-intensive course, and that they should be prepared to a lot of independent study in order to succeed.

**EN.540.301.01****Kinetic Processes****Honggang Cui**

Overall quality of the class: 3.82

## Summary:

The best aspects of this course included interesting course material that provided useful insight into real-life applications of chemical engineering; as well as well-structured lectures and straight-forward exams. Some students felt that the homework was disproportionately difficult compared to the other work done in the class, and that it was graded harshly and weighed too heavily on the grade. Suggestions for improvement included posting lectures or lecture notes online, and providing tutorials on the software needed to complete the homework assignments. Students also suggested they would like to

see more feedback on their completed homework assignments. Prospective students should have programming experience, especially in MATLAB or Polymath, and to be sure to read the textbook often.

**EN.540.303.01**  
**Transport Phenomena I**  
**Joelle Frechette**

Overall quality of the class: 4.07

Summary:

The best aspects of this course included the informative and well-structured lectures, rewarding and interesting subject matter, and the in-class example problems. Some students felt that the new textbook was unhelpful, and that the homework could be overly difficult and graded too harshly. Suggestions for improvement included being given more practice resources, re-evaluating the current textbook, and more detailed feedback on the homework. Prospective students should be proficient in both Calculus III and differential equations before taking this class.

**EN.540.304.01**  
**Transport Phenomena II**  
**Zachary Gagnon**

Overall quality of the class: 4.15

Summary:

The best aspects of this course included the course website that featured helpful video lectures for students to review. Students also appreciated the opportunity to learn Maple. Some students felt that while the videos were helpful they could sometimes be overly time consuming. A few students also felt that the textbook wasn't very helpful, and that the teaching was sometimes repetitive. Suggestions for improvement included having set office hours in order to have more face-to-face time with the instructor. Students also suggested that the class could move at a faster pace, and give access to homework answer keys. Prospective students should review the concepts they learned in Transport Phenomena I before taking this class.

**EN.540.305.01**  
**Modeling and Statistical Analysis of Data for Chemical and Biomolecular Engineers**  
**Rebecca Schulman**

Overall quality of the class: 3.37

Summary:

The best aspects of this course included learning MATLAB which students felt was a valuable skill. Students also appreciated the lectures being posted online. Some students felt that the lectures lacked structure, and that the workload was too heavy. A few students also felt that the probability and statistics portion of the class felt rushed and wasn't given the level of attention it warranted. Suggestions for improvement included splitting the course in two so there would be more time to study

MATLAB and probability/statistics, and allow the instructor to slow down the pace of the class. Prospective students should know that having previous programming experience is helpful, and that the class can be very demanding at times.

**EN.520.309.01**  
**Product Design Part I**  
**Marc Donohue**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**EN.540.311.01**  
**Chemical Engineering Lab I**  
**An Goffin**

Overall quality of the class: 3.20

Summary:

The best aspects of this course included the opportunity to develop and work through a problem, and gaining experience working as a part of a team. Some students felt that the professors didn't provide enough guidance, and that there was too much writing required. Suggestions for improvement included having the instructors be present longer at the lab, or better preparing the TA's so that they will be ready to provide answers to student questions. Prospective students are advised to choose a good group to work with.

**EN.520.309.02**  
**Chemical Engineering Lab I**  
**Lise Dahuron**

Overall quality of the class: 4.17

This class had 5 or fewer comments.

**EN.540.313.02-03**  
**Chemical and Biomolecular Engineering Lab**  
**Sharon Gerecht**

Overall quality of the class: 4.20

Summary:

The best aspects of this course included gaining hands-on experience designing experiments, and having the opportunity to apply the concepts learned in other courses. Some students felt that they were not provided with up-to-date equipment, and that some of the equipment would malfunction because of

this. A few students also felt that the workload was overly heavy and not properly spaced out across the semester. Suggestions for improvement included being given more time between labs, and more timely feedback on their lab reports. Prospective students are advised that this class is very time consuming, and not to procrastinate on writing their lab reports.

#### **EN.540.313.04**

##### **Chemical and Biomolecular Engineering Lab**

**Marc Ostermeier**

Overall quality of the class: 3.88

#### Summary:

The best aspects of this course included gaining hands-on experience, and having the opportunity to practice writing and receiving feedback on the lab reports. Some students felt that the equipment was old and in poor condition, and that the course sometimes felt disorganized. A few students also felt that they could have used more guidance during lab periods, and that the instructors seemed disengaged. Suggestions for improvement included having more time to design their experiments and write their lab reports. Prospective students are advised that the labs are a lot of work, and they should be sure to choose a group early.

#### **EN.540.400.01-02**

##### **Project in Design: Pharmacokinetics**

**Marc Donohue**

Overall quality of the class: 4.47

#### Summary:

The best aspects of this course included the direct interaction with the instructor during one-on-one meetings, and the ability for students to independently direct their course of study. Some students felt that expectations were unclear at times, and that while they received verbal feedback the lack of grades made them uncertain of how they were doing in class. Suggestions for improvement included a more transparent grading system, and receiving more feedback in general. Students also suggested having an introductory lecture or more guidance at the beginning of the class. Prospective students should be proficient in MATLAB, and know that the course serves as a great introduction to pharmacokinetics.

#### **EN.540.401.01**

##### **Projects in Design: Alternative Energy**

**Marc Donohue**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

#### **EN.540.409.01-04**

**Dynamic Modeling and Control**  
**An Goffin**

Overall quality of the class:

Summary:

The best aspects of this course included the interesting and relevant subject matter and engaging lectures. Some students felt that the TA sessions were not very helpful, and that the exams were overly difficult. Suggestions for improvement included having more effective TA sessions, and a more consistent level of difficulty throughout the course. Students also suggested making the class sessions longer so that more material could be covered in greater detail. Prospective students should be aware that this course is very difficult, and they are encouraged to go over the practice exams.

**EN.540.418.01**  
**Projects in the Design of a Chemical Car**  
**Lise Dahuron**

Overall quality of the class: 4.29

Summary:

The best aspects of this course included gaining hands-on experience designing an experimental car, and the project-driven approach to learning. Some students felt that the course lacked structure and could have been better organized. Suggestions for improvement included making more concrete deadlines, and creating a more organized course structure. Prospective students should be good at motivating themselves to work independently and on their own time.

**EN.540.422.01**  
**Introduction to Polymeric Materials**  
**Honggang Cui**

Overall quality of the class: 4.13

This class had 5 or fewer comments.

**EN.540.462.01**  
**Polymer Design and Bioconjugation**  
**Anirudha Singh**

Overall quality of the class: 3.00

This class had 5 or fewer comments.

**EN.540.602.01**  
**Metabolic Systems Biotechnology**

## **Michael Betenbaugh**

Overall quality of the class: 3.08

### Summary:

The best aspects of this course included the interesting subject matter, variety of topics covered, and class project. Some students felt that the immunology content was overly challenging and overemphasized, and that the lecture slides were unhelpful due to them containing too much information. A few students also felt that feedback on assignments was not timely enough, and that there were few study resources for the exams. Suggestions for improvement included better prepared lectures, and adding more in-class example problems. Prospective students are advised that having some experience programming in MATLAB is helpful, as well as having a background in biology.

## **EN.540.622.01**

### **Introduction to Polymeric Materials**

**Honggang Cui**

Overall quality of the class: 4.38

### Summary:

The best aspects of this course included a knowledgeable and experienced instructor, and the challenging introduction to polymer chemistry and its applications. Some students felt that lectures were slowly paced and would sometimes run over the allotted class time. A few students also felt that lecture topics were sometimes inconsistent with their homework assignments. Suggestions for improvement included providing more in-class practice problems, and dividing the lectures across two sessions instead of one. Prospective students are advised that a background in organic chemistry is helpful, and that the final project makes up a large portion of their final grade.

## **EN.540.630.01**

### **Thermodynamics, Statistical Mechanics, and Kinetics**

**Chao Wang**

Overall quality of the class: 2.77

### Summary:

The best aspects of this course included interesting subject matter and helpful TA sessions. Some students felt that the course assumed a stronger background in some of the more advanced concepts than they actually had. A few students also felt that the lecture style of the instructor was sometimes too fast moving, and that they were poorly structured. Suggestions for improvement included going over more practice problems and applications of thermodynamics in class. Prospective students are advised to have a solid understanding of thermodynamics, as well as a background in quantum mechanics before taking this class.

## **EN.540.632.01**

### **Project in Design: Pharmacokinetics**

**Marc Donohue**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**EN.540.652.01**

**Advanced Transport Phenomena**

**Zachary Gagnon**

Overall quality of the class: 4.33

Summary:

The best aspects of this course included the availability of online lectures which students found to be a great study tool, and the opportunity to learn Maple. Some students felt that the textbook was unhelpful and riddled with errors, and that the homework assignments were not returned in a timely manner. A few students also thought that the TAs were unresponsive and not very helpful. Suggestions for improvement included organizing a TA session or adding office hours, and replacing the textbook. Prospective students should know that experience coding in Maple is helpful, and that they should make use of the video lectures.

**EN.540.662.01**

**Polymer Design and Bioconjugation**

**Anirudha Singh**

Overall quality of the class: 3.26

Summary:

The best aspects of this course included the in-depth study of polymers guided by a highly knowledgeable instructor, and the connection between the material taught and real-world applications. Some students felt that the course was poorly organized and were frustrated with continual changes in policy and the grading system throughout the course. Suggestions for improvement included improving the structure and organization of the course and sticking more closely to the syllabus. Students also suggested the time spent in class could have been better managed. Prospective students are advised that a knowledge of organic chemistry is helpful.

**EN.540.671.01**

**Advanced Thermodynamics and Kinetics in Practice**

**Carmo Pereira**

Overall quality of the class: 4.24

Summary:

The best aspect of this course was an engaging instructor who was able to make the subject matter both relevant and interesting. Some students felt that the lectures were sometimes not relevant to the

homework assignments, and that notes posted online were sometimes of poor quality. Suggestions for improvement included adding more problem sets to be better prepare them for the exams. Students also suggested that the lectures could have been more interactive. Prospective students are advised that while a background in thermodynamics is helpful it is not completely necessary.

## **CIVIL ENGINEERING DEPARTMENT**

### **EN.560.101.01**

#### **Freshman Experiences in Civil Engineering**

**Rachel Sangree**

Overall quality of this course: 4.71

#### Summary:

The best aspects of this course included the small class size and hands-on projects. Some students felt that the class should meet more often. Suggestions for improvement included weekly or bi-monthly checkups on sketches around campus, and a better explanation of MASTAN. Prospective students should expect a great intro to civil engineering and be ready to build.

### **EN.560.201.03**

#### **Statics & Mechanics of Materials**

**Rachel Sangree**

Overall quality of this course: 4.50

#### Summary:

The best aspects of this course included the clear, helpful instructor, organized lessons, and dynamic lectures. Some students felt that sometimes the problem sets were almost impossible to do without any help from peers or TA's, and that the expectations for lab reports could be unclear. Suggestions for improvement included teaching more practice problems during lecture time, doing more labs, and posting practice for exams on Blackboard. Prospective students should expect weekly problem sets with about two chapters of reading in the textbook per week, and are encouraged to utilize the professor for outside help as often as they need.

### **EN.560.220.01**

#### **Civil Engineering Analysis**

**Benjamin Schafer**

Overall quality of this course: 4.63

Summary:

The best aspects of this course included the small class size, helpful professor, and hands-on lessons. Some students felt that the homework was difficult and often not fully covered in classwork. Suggestions for improvement included small quizzes to keep students sharp on the basic functions of MATLAB, and group tasks in class would be useful to help learn different ways of coding. Prospective students should expect to learn a very good basis of MATLAB. Prior knowledge of MATLAB is beneficial but not necessary.

**EN.560.305.02**

**Soil Mechanics**

**Lucas de Melo**

Overall quality of this course: 4.26

Summary:

The best aspects of this course included the engaging lectures and caring professor. Some students felt that the grading was too harsh, the feedback on homework wasn't very helpful, and that the labs were guided poorly. Many also agreed that they did not meet enough times per week for a four credit course. Suggestions for improvement included more in-class problems and going over homework, better-structured labs, emphasizing the important concepts during lecture, and a more concrete schedule for the class. Prospective students should be prepared to study the material extensively and keep their textbooks organized.

**EN.560.320.01**

**Structural Design I**

**Rachel Sangree**

Overall quality of this course: 4.39

Summary:

The best aspects of this course included the organized professor, learning about real life issues, and being able to use the actual AISC Manual that engineers use. Some students felt that the problem sets were often too long and the expectations for them were unclear. Suggestions for improvement included shorter problem sets with clearer directions, and less homework in general to make room for more in-class practice. Prospective students should know that attending the lectures is crucial to succeeding in this class. Don't be afraid to make use of the professor outside of class for help.

**EN.560.429.01**

**Preservation Engineering: Theory and Practice**

**Edmund Meade**

Overall quality of this class: 3.33

**Summary:**

The best aspects of this course included the interesting course material and knowledgeable instructor. Some students felt that the lectures were too long and contained too many slides, and that feedback on work was not particularly helpful and not returned in a timely manner. Suggestions for improvement included less dense, technical lectures and more varied lessons, as well as faster feedback and a more concrete grading system. Prospective students should expect a useful course with strong content on preservation techniques, and be prepared to take the final project seriously.

**EN.560.445.01****Advanced Structural Analysis****James Guest**

Overall quality of this course: 4.67

This class had 5 or fewer comments.

**EN.560.451.01****Civil Engineering Design I****John Matteo**

Overall quality of this course: 4.67

**Summary:**

The best aspects of this course included the engaging instructor, realistic project, and application of civil engineering in such a practical, design-oriented way. Some students felt that course could be unorganized, that assignment due dates were unclear, and that more guidance and time was needed for the final project. Suggestions for improvement included clearer instructions and expectations for all assignments, and meeting more than once per week. Prospective students should expect to use what they've learned in previous classes, as this course builds upon those concepts.

**EN.560.604.01****Solid Mechanics for Structures****Stavros Gaitanaros**

Overall quality of this course: 4.54

Summary:

The best aspects of this course included the effective instructor and well-organized lectures. Some students felt it was difficult to see the big picture of the course and where everything fit in to place, and struggled with some of the concepts. Suggestions for improvement included a high-level overview earlier on in the course, as well as tying things in to have physical meaning rather than just numbers. Going through the steps of deriving formulas more thoroughly during lectures was also suggested. Prospective students are encouraged to take detailed notes during class, and see the professor outside of class for help.

**EN.560.608.01**

**Multilevel and Mutilobjective Optimization in Systems**

**Sauleh Siddiqui**

Overall quality of this course is: 4.29

Summary:

The best aspects of this course included the helpful lectures, relevant content, and interesting class discussions. Some students felt that the workload was heavy but feedback was minimal, and that a lot of time was spent learning concepts that were only necessary for understanding the homework problems rather than the underlying optimization principles. Also, a very advanced working knowledge of optimization was expected of the students. Suggestions for improvement included focusing on theory more than assignments and programming, organizing and pacing the class differently, and more clear direction for the assignments overall. Prospective students are encouraged to have a strong background in optimization and expect a heavy workload.

**EN.560.618.01**

**Probabilistic Methods in Civil Engineering and Mechanics**

**Michael Shields**

Overall quality of this course: 4.71

This class had 5 or fewer comments.

**EN.560.619.01**

**Advanced Structural Analysis**

**James Guest**

Overall quality of this course: 4.67

This class had 5 or fewer comments.

**EN.560.730.01**

**Finite Element Methods**

**Somnath Ghosh**

Overall quality of this course: 4.00

This class had 5 or fewer comments.

**COMPUTER SCIENCE DEPARTMENT**

**EN.600.104.01**

**Computer Ethics**

**Peter Freeman**

Overall quality of the class: 3.88

Summary:

The best aspects of this course included the in-depth and thought-provoking class discussions, helpful feedback from the instructor on the writing assignments, and the real world applicability of the material. Some students felt that the course was a lot more time consuming and had a heavier workload than was expected, and there was too much writing assigned for it not be considered a writing intensive course. Suggestions for improvement included making the expectations for a 2-credit version of this course available to students before they register, and not putting an excessive amount of weight on the group project for the final grade. Prospective students are advised that the course includes a large writing assignment, and that they should start early on their team project.

**EN.600.107.01-03**

**Introductory Programming in Java**

**Joanne Selinski**

Overall quality of the class:

Summary:

The best aspects of this course included helpful homework assignments, the instructor's use of Piazza to answer students' questions, and effective lectures that they felt gave them a good introduction to computer programming. Some students felt that the instructor's coding demonstrations in class moved too fast, and that the lecture-style sections of the course weren't particularly well-suited to learning coding. A few students also felt that the homework assignments were overly difficult and time consuming. Suggestions for improvement included trying more interactive methods of teaching, and focusing more on the reasons why the code works rather than just relying on examples. Prospective

students are advised that they should have a solid background in programming, and that the course requires a fairly large time commitment.

**EN.600.108.01-03**

**Introduction to Programming Lab**

**Joanne Selinski**

Overall quality of the class:

**Summary:**

The best aspects of this course included the opportunity for students to get hands-on practice programming in Java, helpful review sessions at the beginning of each lab, and prompt feedback. Some students felt that some of the lab assignments were convoluted and took too long to complete, and that sometimes the labs did not follow closely enough the material being covered in class. Suggestions for improvement included making more explicit the connections between the labs and work being done in class and on homework assignments, and making instructions less ambiguous. Prospective students are advised that this is a great companion class to Introductory Programming in Java, and that grading is based solely on participation.

**EN.600.120.01-02**

**Intermediate Programming**

**Sara More**

Overall quality of the class:

**Summary:**

The best aspects of this course included helpful exercises that taught the material through application, the comprehensive introduction to C and C++ programming provided, and engaging projects that simulated life-like coding situations. Some students felt that the homework assignments could be overly time consuming, and that while some of the projects were time consuming they weren't particularly challenging. Suggestions for improvement included breaking up the assignments or having assignments build off one another. Students also suggested making the classes smaller, and spacing out the assignments a bit more. Prospective students are advised that they will have to have good time-management skills, and be prepared to budget extra time the weekends before projects are due.

**EN.600.120.03**

**Intermediate Programming**

**Benjamin Mitchell**

Overall quality of the class: 4.35

**Summary:**

The best aspects of this course included the clear and direct demonstration-based lectures, and engaging in-class exercises that helped give a comprehensive overview of C and C++ programming as well as introducing them to other utilities such as Unix. Some students felt that the amount of time

required to complete the homework assignments was inadequate, and that there was a lack of consistency in the grading of their assignments across the different TA's. Suggestions for improvement included allowing for more time to complete in-class exercises, and more consistent grading through either rotating TA's responsible for grading or having a clearer rubric. Prospective students are advised that they should have a solid background in programming before taking this course, and that the course is very time consuming.

**EN.600.226.01**  
**Data Structures**  
**Peter Froelich**

Overall quality of the class: 4.02

Summary:

The best aspects of this course included the interesting course material that students found useful and applicable, clear and concise lectures, and the additional resources available to help students such as Piazza and lecture notes. Some students felt that the homework assignments were too long and that there was little guidance on them. A few students also felt that feedback wasn't timely and that the grading sometimes inconsistent. Suggestions for improvement included clearer instructions on the assignments, a more consistent grading rubric, and feedback being given back early enough that students are able to apply it to the next assignment. Prospective students are advised that the workload is very heavy and time consuming, and that it is taught entirely in Java.

**EN.600.226.02**  
**Data Structures**  
**Michael Schatz**

Overall quality of the class: 4.13

Summary:

The best aspects of this course included the challenging but ultimately illuminating homework assignments, a well-organized website with resources to help students, and the extremely applicable material. Some students felt that the homework assignments were too long, and that their instructions were sometimes poorly written. Suggestions for improvement included clearer instructions for the homework assignments, having more opportunities to work as a group, and more lenient grading. Prospective students are advised that this is a very well-structured course, but also very time consuming.

**EN.600.233.01-02**  
**Computer System Fundamentals**  
**Philipp Koehn**

Overall quality of the class:

Summary:

The best aspects of this course included its interesting subject matter covering the basics of building a computer, and the availability of lecture slides. Some students felt that Piazza was underutilized, feedback wasn't timely enough, and that the instructor was sometimes hard to hear during lecture. Suggestions for improvement included having more interactive lectures, being more consistent with using Piazza to answer student questions, and a more organized course schedule. Prospective students are advised that the course is relatively difficult, and that they should be sure to review the lecture notes regularly.

### **EN.600.255.01-02**

#### **Introduction to Video Game Design**

**Peter Froelich**

Overall quality of the class:

Summary:

The best aspects of this course included the freedom to control their own game design, interesting guest speakers from the gaming industry, and the opportunity to work as a team. Some students felt that the course suffered from poor organization such as lectures and guest speakers frequently being canceled, and lecture topics running out towards the end of the semester. A few students also felt that the workload was heavier than they expected and that some of the assignments weren't very helpful. Suggestions for improvement included covering more topics in lecture, and having more guest speakers. Prospective students are advised that previous coding experience is useful, and that they will be required to spend a lot of time outside of class working on their project.

### **EN.600.256.01-03**

#### **Introduction to Video Game Design Lab**

**Peter Froelich**

Overall quality of the class:

This class had 5 or fewer comments.

### **EN.600.271.01**

#### **Automata & Computation Theory**

**Sara More**

Overall quality of the class: 4.39

Summary:

The best aspects of this course included the interesting subject matter, engaging lectures, and an effective and approachable instructor. Some students felt that feedback wasn't returned to them in a timely enough fashion, and that the homework was overly difficult and the grading a bit harsh. Suggestions for improvement included more timely feedback, and making the homework better reflect the material covered in class. A few students also thought the class would benefit from better utilization

of the class discussion board. Prospective students are advised that reading the textbook and having a background in discrete mathematics will increase their chances at succeeding in this course.

**EN.600.315.01**

**Databases**

**David Yarowsky**

Overall quality of the class: 2.77

Summary:

The best aspects of this course included interesting and applicable course material, and the opportunity to learn about SQL. Some students felt that the lectures were disorganized and overlong, and that the assignments were sometimes posted late making it difficult to complete the heavier assignments. Suggestions for improvement included making the lectures more engaging and interactive, and assigning smaller more frequent assignments throughout the semester. Prospective students are advised that they should expect a heavy workload, and that no experience with databases is necessary.

**EN.600.318.01**

**Operating Systems**

**Peter Froehlich**

Overall quality of the class: 4.18

Summary:

The best aspects of this course included the interesting and useful subject matter, and an effective instructor that clearly explained the material. Some students felt that the workload was overly heavy and time consuming. A few students also felt that the feedback was only given sporadically, and that the exams were hard to study for. Suggestions for improvement included giving more timely feedback, and allowing more time to complete the assignments. Prospective students are advised that the workload for this course is very heavy, and that they should be prepared for a challenge.

**EN.600.320.01**

**Parallel Programming**

**Randal Burns**

Overall quality of the class: 3.65

Summary:

The best aspect of the course was the wide range of topics covered which served to introduce student many different tools and a good understand of the methods used in parallel programming. Some students felt that the course suffered from being disorganized especially in terms of assignment scheduling. A few students also felt that there were assumptions made about their previous knowledge and that the course may need more prerequisites. Suggestions for improvement included being given more resources to study for exams such answer keys to the homework assignments and review sessions.

Prospective students are advised that the course requires a bit of self-teaching, and that they start their homework early.

**EN.600.321.01**

**Object Oriented Software Engineering**

**Scott Smith**

Overall quality of the class: 3.88

**Summary:**

The best aspects of this course included the freedom to choose and work on their own project for the semester, its applicability to real-world software engineering, and the opportunity to work as a group. Some students felt that there wasn't enough guidance, and that the homework assignments weren't very helpful. Suggestions for improvement included dropping the homework and quiz as students found them to be out of place in this course. Students also suggested creating a set grading system. Prospective students are advised that they should enroll in the course with people they work with well, and to choose an idea that they will continue to be interested in for the entire semester.

**EN.600.337.01**

**Distributed Systems**

**Yair Amir**

Overall quality of the class: 4.41

**Summary:**

The best aspects of this course included its intellectual challenge, the material covered that gave students an extremely in-depth look at distributed systems, and the practical applicability of the material. Some students felt that the class required too large a time commitment, and that assignments at times felt vague and didn't have clear expectations. Suggestions for improvement included creating a friendlier class environment, and providing more guidance especially on using Spread. Prospective students are advised that while the course has a huge workload and is incredibly time consuming it is also very rewarding.

**EN.600.365.01**

**Knowledge Discovery from Text**

**Thomas Lippincott**

Overall quality of the class: 4.25

**Summary:**

The best aspects of this course included receiving hands-on experience in software engineering, thorough feedback, and well-organized lectures. Some students felt that they had to spend too much time debugging the assignments before they could work on them, and that some of the projects were disorganized. Suggestions for improvement included creating a forum on Piazza so students could ask questions and discuss with their peers, and better preparing the homework assignments. Prospective

students are advised that they will need to dedicate a lot of time to the assignments, and that the course is a fascinating overview of its subject matter.

**EN.600.415.01**

**Databases**

**David Yarowsky**

Overall quality of the class: 3.80

**Summary:**

The best aspects of this course included useful course content that students considered highly applicable to their future studies and careers, and the opportunity to learn SQL. Some students felt that there was too much homework and that the lectures didn't adequately prepare them for the assignments. Suggestions for improvement included splitting up the assignments to be given out more regularly across the semester, and having clearer rubrics. Prospective students are advised that they should be prepared to do a lot of reading of the course material on their own, and that the course has a heavy workload.

**EN.600.418.01**

**Operating Systems**

**Peter Froehlich**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this course included engaging homework assignments, gaining hands-on coding experience, and the overall practical nature of the subject matter. Some students felt that the grading was overly harsh, and that feedback was not given in a timely manner and at times seemed unconstructive. Suggestions for improvement included covering more theory in the lectures, and giving more guidance on the homework assignments. Prospective students are advised that they should be fluent in C programming and have a good understanding of computer architecture.

**EN.600.420.01**

**Parallel Programming**

**Randal Burns**

Overall quality of the class: 3.59

**Summary:**

The best aspects of this course included the topics covered that students felt were immediately applicable to their own work, and the interval-based structure of lectures. Some students felt that the assignments and overall class structure was disorganized, and that the grading rubric was unclear and subjective. Suggestions for improvement included giving clearer feedback on projects and exams, and spreading out smaller assignments across the semester. Prospective students are advised that while the course is manageable they will need to bring to it a strong programming background.

**EN.600.421.01****Object Oriented Software Engineering****Scott Smith**

Overall quality of the class: 4.21

**Summary:**

The best aspect of the course was its project-based format which allowed students the freedom to work on a project of their choosing as part of a software development team. Students also appreciated the well-organized online lecture notes, and frequent feedback on their work. Some students felt that lectures were too disconnected from the work they were doing on their projects, and that the homework assignments were largely unnecessary. Suggestions for improvement included having the lectures focus more on aspects of software engineering such as coding examples, and giving students clearer expectations in regard to the deliverables. Prospective students are advised that they should choose their teammates carefully and choose a project that they care about.

**EN.600.424.01****Network Security****Seth Nielson**

Overall quality of the class: 4.79

**Summary:**

The best aspects of this course included the opportunity to gain hands-on experience implementing their own secure network, engaging lectures, and the practical programming skills covered. Some students felt that the workload was too heavy, and that the lab requirements were sometimes unclear. Suggestions for improvement included better structuring the assignments and connecting the labs to the other courses they are taking. Prospective students are advised that they should expect a heavy workload and that a knowledge of Python is helpful.

**EN.600.437.01****Distributed Systems****Yair Amir**

Overall quality of the class: 4.74

**Summary:**

The best aspects of this course included its rigorous intellectual challenge, the opportunity to build distributed system protocols from the bottom up, and the relevance of the material taught. Some students felt that the course relied too much on programming in C, and that the concepts taught in lecture could have been reinforced better. Suggestions for improvement included having more theoretical exercises to connect with the lecture content, and better distributing the workload across the semester. Prospective students are advised that experience with programming in C is important to have, and that the course has a steep learning curve but is ultimately rewarding.

**EN.600.439.01**  
**Computational Genomics**  
**Benjamin Langmead**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the substantial amount of material covered, which served as a great introduction to computational analysis of sequencing data. Students also appreciated the additional resources provided, such as the slideshows. Some students felt that they didn't have enough time to spend on the final project and that they didn't receive enough guidance on it, and that there was too much homework. Suggestions for improvement included giving students more time to complete the final project, and having more opportunities to receive individual feedback. Prospective students are advised that having a working knowledge of Python is helpful.

**EN.600.442.01**  
**Modern Cryptography**  
**Abhishek Jain**

Overall quality of the class: 4.64

Summary:

The best aspects of this course included interesting course content, effective lectures, and its emphasis on understanding the underlying mathematics of cryptography. Some students felt that the homework assignments were overly long, and that the subject matter was very difficult to grasp. Suggestions for improvement included adding more pre-requisites to the course, and adding more frequent but smaller assignments. Prospective students are advised that in order to succeed they will need a strong background in mathematics and have experience solving proofs.

**EN.600.443.01**  
**Security & Privacy in Computing**  
**Aviel Rubin**

Overall quality of the class: 4.63

Summary:

The best aspects of this course included the balance struck between theory and practice, the important and relevant concepts covered, and the final project which students felt allowed them to be creative. Some students found the ZeroFox project frustrating, and felt that the guest speakers weren't helpful. Suggestions for improvement included adding more labs to the course, and more resources for students to study outside of class. Students would have also liked the final project to be better structured, such as there being more direction and feedback on their proposals. Prospective students are advised that very little background in security is needed, and that there is a bit of self-learning required of them.

**EN.600.445.01**  
**Computer Integrated Surgery I**  
**Russell Taylor**

Overall quality of the class: 3.45

Summary:

The best aspects of this course included coursework that students felt tested their knowledge and was applicable to the real world, and engaging guest lecturers. Some students felt that the homework was too time consuming and that there was a lack of clear instruction explaining them. A few students also felt that the lectures glossed over necessary details, and that there was a lack of available resources to learn it on their own. Suggestions for improvement included going over more example problems in class, adding a reference textbook, and clearer homework assignments. Prospective students are advised that the course is extremely challenging, and that it mostly focuses on design and programming rather than robot construction.

**EN.600.454.01**  
**Practical Cryptographic Systems**  
**Matthew Green**

Overall quality of the class: 4.35

Summary:

The best aspects of this course included engaging lectures that focused on applying the topics covered to current events, and assignments that were both interesting and practical. Some students felt that the course was disorganized, with assignments being delayed and a syllabus that didn't always reflect what actually happened in class. A few students also felt that feedback was sometimes less than prompt. Suggestions for improvement included better organization surrounding the assignment schedule, and more optional material to go along with what was learned in class. Prospective students are advised that little background is required, and that they should be prepared for the syllabus to change during the semester.

**EN.600.457.01**  
**Computer Graphics**  
**Michael Kazhdan**

Overall quality of the class: 4.64

Summary:

The best aspects of this course included an effective instructor, hands-on programming assignments that helped students sharpen their C++ skills, and the subject matter that gave a comprehensive overview of graphics. Some students felt that the homework assignments were overly time consuming, and that responses to questions on Piazza could have been more timely. Suggestions for improvement included using more up-to-date programming tools, adding more tutorials on Open GL, and providing

more guidance on the homework assignments. Prospective students are advised that the course relies heavily on C++, and that having a background in linear algebra is helpful.

**EN.600.461.01**  
**Computer Vision**  
**Austin Reiter**

Overall quality of the class: 4.77

Summary:

The best aspects of this course included the interesting lectures that connected the subject matter with its real world applications, and homework assignments that were intellectually challenging but helped reinforce the concepts learned in class. Some students felt that the lectures moved too quickly at times, and that there was too much material covered which sometimes led to details being skipped. A few students also felt that having both a final exam and project was too much to work on at one time. Suggestions for improvement included covering less material allowing the course to move at a slower pace, and adding more small homework assignments. Prospective students are advised that a background in linear algebra is helpful in understanding the math behind the algorithms.

**EN.600.463.01-02**  
**Intro Algorithms**  
**Michael Dinitz**

Overall quality of the class:

Summary:

The best aspects of this course included its intellectually engaging content that students found applicable to a variety of fields, challenging but helpful homework assignments, and effective lectures. Some students felt that the workload was too heavy, and that there wasn't enough preparation for the difficult exams. Suggestions for improvement included adding practice problems in preparation for the exams, and giving students more time to complete the homework assignments. Prospective students are advised that this is a very proof-based course, and that the homework can be very time consuming.

**EN.600.464.01**  
**Randomized and Big Data Algorithms**  
**Vladimir Braverman**

Overall quality of the class: 3.87

Summary:

The best aspects of this course included intellectually stimulating course material, helpful problem sets, and the freedom to focus on a chosen topic for the final project. Some students felt that there wasn't enough feedback given on the homework assignments, and that the lectures sometimes didn't seem to directly relate to the homework. Suggestions for improvement included adding more in-class discussions

or group work, and creating slides to go along with the lectures. Prospective students are advised that this is a manageable course in terms of workload, and that a background in probability is helpful.

**EN.600.465.01**

**Natural Language Processing**

**Jason Eisner**

Overall quality of the class: 4.50

**Summary:**

The best aspects of this course included a helpful and dedicated instructor, and the breadth of material covered that served as a great introduction to the subject matter. Some students felt that the workload was unreasonably heavy, and that the course sometimes moved at too fast a pace. Suggestions for improvement included shortening the homework assignments, and adding more emphasis to applications of the material. Prospective students are advised that the course has a very heavy workload and is time consuming and is best taken with a lighter course load.

**EN.600.471.01**

**Theory of Computation**

**Xin Li**

Overall quality of the class: 3.93

This class had 5 or fewer comments.

**EN.600.475.01**

**Introduction to Machine Learning**

**Mark Dredze**

Overall quality of the class: 3.68

**Summary:**

The best aspects of this course included the wide variety of interesting topics covered, the applicability and relevance of the course material, and helpful programming assignments that reinforced the concepts covered in class. Some students felt that the lectures weren't helpful, and that there was a lack of feedback on their work. Suggestions for improvement included relating the lectures to the homework by having the lectures focus more on the math they'll be using. Students also suggested allowing more collaboration between students, and shortening the assignments. Prospective students are advised that they should have a strong background in a variety of advanced mathematics if they want to succeed.

**EN.600.477.01**

**Causal Inference**

**Ilya Shpitser**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**EN.600.479.01**

**Representation Learning**

**Raman Arora**

Overall quality of the class: 3.97

Summary:

The best aspects of this course included the useful applications of the material, the intellectual challenge, and interesting problem sets and homework assignments. Some students felt that the pace of the lectures was uneven, sometimes moving too slowly and other times too quickly. A few students also felt that the homework assignments were overlong, and that the course focused too much on math and theory. Suggestions for improvement included strictly applying the pre-requisites to discourage students with less of a background in advanced math from taking the course. Students also suggested creating more hands-on assignments, and making the homework assignments more practical. Prospective students are advised that they should have a strong background in linear algebra and optimization in order to succeed in this course.

**EN.600.485.01**

**Probabilistic Models of the Visual Cortex**

**Alan Yuille**

Overall quality of the class: 3.84

Summary:

The best aspects of this course included the wide range of topics covered, hands-on programming assignments, and engaging lectures given by an instructor with a wealth of knowledge and experience in the field. Some students felt that there was a lack of organization in terms of the syllabus and homework schedule, and that there weren't enough homework assignments. A few students also felt that there weren't enough pre-requisites for the course, leaving some students without the necessary background. Suggestions for improvement included changing the pre-requisites to better reflect the background necessary to understand the material, and more frequent homework assignments. Prospective students are advised that they should bring to the class a strong background in probability and statistics.

**EN.600.615.01**

**Big Data, Small Languages, Scalable Systems**

**Yanif Ahmad**

Overall quality of the class: 3.50

Summary:

The best aspects of this course included engaging class discussions regarding cutting edge research, the freedom to choose one's own project, and well-curated readings. Some students felt that they didn't receive enough feedback and guidance on the final project, and that the course as a whole suffered from a lack of structure. Suggestions for improvement included assigning more homework, adding labs to the course, and giving more feedback. Prospective students are advised that they will only get out of this course what they are willing to put into it.

**EN.600.629.01**  
**Wireless Networks**  
**Mehrdad Zadeh**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

**EN.600.639.01**  
**Computational Genomics**  
**Benjamin Langmead**

Overall quality of the class: 4.78

Summary:

The best aspects of this course included the clear and effective instruction, homework and project that reinforced the concept learned in class, and online resources that students found very helpful. Some students felt that more material could have been covered, and that the project was too open-ended. Suggestions for improvement included clearer expectations on the final project, and giving students access to video lectures. Prospective students are advised that they should have some familiarity with programming, and that overall the course is manageable with a relatively light workload.

**EN.600.641.01**  
**Advanced Topics in Genomic Data Analysis**  
**Alexis Battle**

This course had 5 or fewer comments.

**EN.600.645.01**  
**Computer Integrated Surgery I**  
**Russell Taylor**

Overall quality of the class: 3.91

Summary:

The best aspects of this course included its balance between theoretical and practical exercises, subject matter that was applicable to multiple fields within computer science, and engaging guest lecturers.

Some students felt that the lecture slides were not well designed and were often unclear making the lectures harder to follow. Suggestions for improvement included condensing the lectures notes, and using the chalkboard more during especially math-heavy portions of the class. Prospective students are advised that the homework assignments can be time consuming, and that some background in robotics is helpful.

**EN.600.661.01**  
**Computer Vision**  
**Austin Reiter**

Overall quality of the class: 4.56

Summary:

The best aspects of this course included subject matter that students found immediately applicable, homework that was difficult but useful, and engaging lectures that focused on current innovations in the field. Some students felt that the lectures moved at too fast a pace making it difficult to take notes, and having a final project and exam was overwhelming. Suggestions for improvement included breaking up the assignments or creating smaller more frequent assignments, and providing more feedback on the assignments. Prospective students are advised that the course requires a lot of programming, and that they should be sure to start their homework assignments early.

**EN.600.677.01**  
**Causal Inference**  
**Ilya Shpitser**

Overall quality of the class: 4.17

Summary:

The best aspects of this course included the intellectually stimulating material presented that served as a great introduction to the causal inference, and well-organized lectures and grading rubric. Some students felt that a textbook would have been helpful, and that feedback wasn't given in a timely enough fashion. Suggestions for improvement included adding a textbook or more detailed lecture notes, and focusing more on real-world applications of the material. Prospective students are advised that being a relatively new field there is very little reference material to consult if they're having trouble, and that the course assumes knowledge of graphical models.

**EN.600.726.01**  
**Selected Topics in Programming Languages**  
**Scott Smith**

Overall quality of the class: 5.00

This class had 5 or fewer comments.

**EN.600.765.01**  
**Selected Topics in Natural Language Processing**  
**Jason Eisner**

Overall quality of the class: 4.43

This class had 5 or fewer comments.

**EN.600.766.01**  
**Selected Topics in Meaning, Translation and Generation of Text**  
**Benjamin Van Durme**

Overall quality of the class: 4.60

This class had 5 or fewer comments.

**EN.600.768.01**  
**Selected Topics in Machine Translation**  
**Philipp Koehn**

Overall quality of the class: 4.83

This class had 5 or fewer comments.

**ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT**

**EN.520.137.01.FA16**  
**Introduction to Electrical & Computer Engineering**  
**Trac Duy Tran**

Overall quality of the class: 4.47

Summary:

The best aspects of the course were the professor's passion for the material, office hours, and homework which reinforced class concepts. Students also appreciated the copies of PowerPoints and the hands-on experience with circuits during the labs. The worst aspects of the course were the slow grading, confusing explanations, and long lectures. Some also felt that the exams and problem sets were too difficult, and that there was a lack of guidance and structure on lab projects. Suggested improvements included spending more time working through problems for the midterms, better feedback on assignments, and more opportunities for hands-on learning. Demonstrations and handouts covering the material of the labs and posting the lab assignment a few days prior would also be beneficial. Future students should know this course provides an overview of circuits, computer logic, and information systems. Prior knowledge of circuits, physics, and electrical engineering are helpful.

**EN.520.213.01.FA16**

**Circuits**  
**Howard Weinert**

Overall quality of the class: 3.77

Summary:

The best aspects of the course were the passionate instructor's straightforward teaching style, learning how to use phasors with complex numbers, and no graded homework. The worst aspects of the course included the lack of feedback and that the grade was based solely on midterms and exams. Suggested improvements include giving partial credit on the exams, more test questions, and more feedback and communication about grading. The usage of Blackboard or some other course website for homework information, dates, and announcements would also be beneficial. Future students should know all homework is optional but important for success in the course. Some background in circuit analysis and differential equations is helpful.

**EN.520.219.01.FA16**  
**Fields, Matter & Waves**  
**Mark Foster**

Overall quality of the class: 4.40

Summary:

The best aspects of the course were the accessibility of the professor, thorough explanations, light workload, and the interesting material. The worst aspects of the course were the length of the class, the lack of depth with some subjects, and that some of the material was a review from physics. Suggested improvements include adding the class notes to Blackboard, as well as providing more in-class examples, more clear organization, more thorough lectures, and fewer derivations. Future students should know this course reviews material from Physics II and Calculus III. A strong knowledge of vectors and vector calculus is very helpful.

**EN.520.240.01.FA16**  
**Introduction to Mechatronics**  
**Charbel Rizk**

Overall quality of the class: 4.73

Summary:

The best aspects of the course were the hands-on experience, fun projects, and practical application of the material. The worst aspects of the course were the lack of theory or new knowledge gained, the scarce lab materials, and that the course only met one day per week. Suggested improvements include more structured labs, exploring more components of design, and more teaching along with doing. More iterative designs, tying the semester's projects together in some way, and choosing a slightly easier final project were also suggested. Future students should know this course is time consuming, and most of the work is group based. Students should have a background with object-oriented programming, Arduinos, circuits and robotics.

**EN.520.270.01.FA16****Introduction to Renewable Energy Engineering****Susanna Thon**

Overall quality of the class: 4.48

**Summary:**

The best aspects of the course were the professor's enthusiasm, the design of the course, and the diversity of knowledge. The worst aspects of the course included not having enough time to cover all the material in depth, the long and tedious exams and problem sets, and the disjointed feeling of the final paper. Students also noted that the amount of thermodynamics covered could be difficult for ECE students with no background in the subject. Suggested improvements include going into more depth on topics, including a few labs where students get a hands-on look at the technology, shorter exams, more guest lectures, and having lecture notes. Future students should know this course is recommended for any engineering student looking to gain a broad overview of today's energy landscape. No background is required, but knowledge of basic physics and chemistry is helpful.

**EN.520.315.01.FA16****Introduction to Information Processing of Sensory Signals****Hynek Hermansky**

Overall quality of the class: 4.00

**Summary:**

The best aspects of the course were the light workload, thoughtful and passionate professor, and the interesting material. The worst aspects of the course were the lack of depth on many topics, few homework assignments, little feedback, and overall disorganization. Some students also took issue with the lack of application of signal processing in the later half of the class. Suggested improvements include discussing the homework for mathematical topics, such as information theory. Having more organized lecture notes and homework was also suggested. Future students should know this course has a light workload, and some extra readings outside of the class would be helpful. There is an assumed background in information theory and signal processing.

**EN.520.345.01-04.FA16****Electrical & Computer Engineering Laboratory****Amy Foster**

Overall quality of the class: 3.42

**Summary:**

The best aspects of the course included the hands-on experience, gaining knowledge of multiple kinds of common circuits and how to analyze them, helpful TAs, and the video taping of experiments. The worst aspects of the course were the disorganization, faulty equipment, and slow grading. Some students also took issue with the assignments not being posted until the last minute, and the lack of explanation of the math behind circuitry. Suggested improvements include more organization, clearer guidelines on lab

assignments, making assignments available ahead of time, learning how to read data sheets more effectively, more exposure to different kinds of integrated circuits, and covering the math behind Bessel filters. Future students should know that Circuits is a prerequisite for the course. Students should be comfortable with circuits, op-amps, breadboards, function generators, DC supplies, and oscilloscopes before taking this class.

**EN.520.349.01.FA16**

**Microprocessor Lab I**

**Robert Glaser**

Overall quality of the class: 4.40

Summary:

The best aspects of the course were the hands-on experience working in the lab with processors, learning assembly languages, the textbook, and the well-structured lab assignments. The worst aspects of the course were the 8am lectures, and the increasingly difficulty of labs. Suggested improvements include providing an assignment with a more modern microprocessor, more depth into the 8051 and/or eZ8, and shifting the time slot. Future students should know they are not required to go to lab during the assigned lab time, and they should spread out their work and start early. This course is self-learning based, and students should go to the lectures and use the book to internalize the structure of the microcontroller.

**EN.520.403.01.FA16**

**Introduction to Optical Instruments**

**Jacob Khurgin**

Overall quality of the class: 3.63

Summary:

The best aspects of the course included the intellectually challenging material, knowledgeable instructor, final presentation, and the online slides. The worst aspects of the course were that some lectures were too math-heavy, and homework did not relate to the lectures. Additionally, the grading system was unclear, and the scheduling of homework seemed random. Suggested improvements include having homework due on the same day each week, better lectures notes, more practicals, timelier feedback, and clearer homework instruction. A more holistic approach where application and general methodology take precedent over derivations of equations would also be beneficial. Future students should know this is a fast-moving lecture class that deals with theory. Students should have a background in E&M, Calculus III, linear algebra, and waves.

**EN.520.412.01.FA16**

**Machine Learning for Signal Processing**

**Najim Dehak**

Overall quality of the class: 3.00

Summary:

The best aspects of the course were the practical and useful knowledge of machine learning and basic coding. The worst aspects of the course were the lack of examples done in class, disconnect between lectures and homework, overall disorganization, and lectures consistently going over time. Suggested improvements include emphasis on the content of slides, and a more applications based focus demonstrating new things. Future students should know this course can be very challenging, especially for undergraduates. A background in machine learning, learning theory, good programming skills, linear algebra and probability is required.

**EN.520.414.01.FA16**

**Image Processing & Analysis**

**John Goutsias**

Overall quality of the class: 3.86

Summary:

The best aspects of the course were the interesting concepts and homework, particularly the hands-on and MATLAB portions. The worst aspects of the course were the heavy workload, and that certain advanced topics were not thoroughly explained. Suggested improvements include more examples of questions and resources for the exams, more focus on projects, and more of the on-board figures and derivations included in the lecture notes. A three-day schedule for shorter lecture times would also be appreciated. Future students should know this is an entry level course into the basics of image processing. Students should have knowledge in signals, Fourier transform, linear algebra, and should possibly take Fields, Matter, and Waves before or concurrently.

**EN.520.416.01.FA16**

**Processing of Audio and Visual Signals**

**Hynek Hermansky**

Overall quality of the class: 4.00

Summary:

The best aspects of the course were the interesting material and the relaxed professor and teaching style. Students also appreciated the helpful directed introductions to MATLAB, information theory, and more. The worst aspects of the course were the lack of organization in the syllabus and lectures. Suggested improvements include more examples, clearer lecture slides, more organization around assignments and due dates, and more quantitative exploration of the concepts in the syllabus. Future students should know this is not a strict technical engineering class. It is an easy course load and no background is necessary.

**EN.520.419.01.FA16**

**Iterative Algorithms**

**Gerard Meyer**

Overall quality of the class: 3.93

Summary:

The best aspects of the course were the interesting homework assignments, casual instructor, and that the questions for exams were given in advance to aid in memorization. The worst aspects of the course were the very theoretical and proof-heavy nature of the material, that the tests were entirely memorization, and the lack of available online resources. Suggested improvements include teaching applications and focusing on how the theories are applied in applications, more homework to help with understanding concepts, and a slower, more thorough explanation of the content. Future students should know the workload is light, and the tests are completely memorization based. Students should be familiar with discrete math and some linear algebra.

**EN.520.424.01.FA16**

**FPGA Synthesis Lab**

**Philippe Pouliquen**

Overall quality of the class: 4.29

Summary:

The best aspects of the course were the instant feedback, fair schedule for turning in work, and the lab sequence. The worst aspects of the course were the heavy workload, the lack of resources outside of lab sessions, and the fast pace. Suggested improvements include reducing projects, more time to complete the assignments, having labs due a week later, and breaking up the course over two semesters. Future students should be prepared to put a lot of time into this course. Programmable device lab is a highly relevant prerequisite for this class.

**EN.520.432.01.FA16**

**Medical Imaging Systems**

**Jerry Prince**

Overall quality of the class: 3.67

Summary:

The best aspects of the course were the professor, interesting material, and the homework and quizzes that helped keep students in touch with the difficult subject matter. The worst aspects of the course were the heavy workload and reading. Suggested improvements include reducing the reading load by breaking up the class, adding graded problem sets, more reasonable exams, and reminders for quizzes and homework. Future students should know it is important to keep up with all the reading, complete all the homework, and do practice problems before exams. This course is heavy in math.

**EN.520.445.01.FA16**

**Audio Signal Processing**

**Mounya Elhilali**

Overall quality of the class: 4.38

Summary:

The best aspects of the course were the interesting project assignments and real-world applications of the course content. The worst aspects of the course were the lack of problem sets which made exam prep difficult, and the lack of incentive to come to class after then midterm. Suggested improvements include more examples about MATLAB, problem sets to help prepare students for the midterm, and feedback about the projects. Future students should start projects early. Students should have a background in DSP, good MATLAB skills, and mathematical knowledge about signal processing.

**EN.520.452.06.FA16**

**Advanced ECE Engineering Team Project**

**Andreas Andreou**

Overall quality of the class: 3.40

Summary:

The best aspects of the course were the opportunity to build technology with a real world application that can be sold directly to consumers, and learning to design projects independently. The worst aspects of the course were the lack of organization, and not meeting the professor during the semester. Suggested improvements include being able to build direct connections with engineering companies as a result of this class, and creating a weekly check-in with the professor. Future students should know this course provides minimal guidance, and students should budget their time well to avoid placing burdens on teammates. Students should also know Arduino.

**EN.520.495.01.FA16**

**Microfabrication Laboratory**

**Andreas Andreou**

Overall quality of the class: 4.00

Summary:

The best aspects of the course were the hands-on experience, helpful TA, and reasonable lab hours. Students also appreciated the open book exam and the final project. The worst aspects of the course were the outdated lab guidelines and lab and the midterm grading. Suggested improvements include updating lab guidelines, teaching semiconductor physics, and having more coherence among lectures, homework, and labs. More exposure to faculty research and reducing the homework problem set size was also recommended. Future students should know this is a good class to starting learning about how chips are made. The workload is very manageable and no background in Microfabrication is necessary.

**EN.520.603.01.FA16**

**Introduction to Optical Instruments**

**Jacob Khurgin**

Overall quality of the class: 3.90

Summary:

The best aspects of the course were the wide-ranging content, and the take-home midterm and final. The worst aspects of the course were the hard to understand slides, and lack of consistency in notations. Suggested improvements include a more structured arrangement of topics with less math and more physics, and clearer slides and class notes. Future students should know this course is about capturing the complete picture of modern optics, rather than the current state of the art research in photonics.

**EN.520.612.01.FA16**

**Machine Learning for Signal Processing**

**Najim Dehak**

Overall quality of the class: 3.53

Summary:

The best aspects of the course were the number of opportunities to practice the material and the well-designed assignments that help students receive hands-on experience. Students also appreciated the comprehensive course content, and the methods and algorithms that were introduced. The worst aspects of the course were the lack of coherence between the homework and course content, feedback, and overall of structure and organization. Some students also took issue with the difficult math and amount of content covered. Suggested improvements include splitting the course into two for undergraduate and graduate students, narrowing the focus, and having more regular assignments. A dedicated textbook companion, more intuitive ways of explaining concepts, and more organization would also be beneficial. Future students should know this course requires knowledge of basic probability theory and linear algebra. It is also helpful to have learned random process theory and taken intro to machine learning. Students should also be able to code in MATLAB and have background in matrix analysis.

**EN.520.613.01.FA16**

**Advanced Topics in Optical Medical Imaging**

**Jin Kang**

Overall quality of the class: 3.67

Summary:

The best aspects of the course included learning applications that can be applied in research, writing one's own code to do light propagation stimulation and computational image recovery, and the wide range of topics. The worst aspects of the course were the once-per-week meeting time and unclear lectures and slides. Suggested improvements include adding more material to the course, and having a weekly office hour. Future students should have a background in optics, especially imaging. The professor is very patient with students.

**EN.520.614.01.FA16**

**Image Processing & Analysis**

**John Goutsias**

Overall quality of the class: 4.35

Summary:

The best aspects of the course were the helpful homework, the grading, and MATLAB. The worst aspects of the course were the time-consuming homework, lack of extra practice problems, and lecture slides with too much text. Suggested improvements include more interactive lectures, and a final project instead of a final exam. Future students should have some basic understanding of matrix, linear algebra, MATLAB programming, and filter design. This course is heavy in long problem sets.

**EN.520.622.01.FA16**

**Principles of Complex Networked Systems**

**John Goutsias**

Overall quality of the class: 4.00

Summary:

The best aspects of the course were the humorous, knowledgeable professor, and interesting content. There were no comments on the worst aspects of the course. Suggested improvements include small quizzes in between major sections, and some level of homework or practical examples to get feedback throughout the course. Future students should know some basic mathematics and probability theory.

**EN.520.629.01.FA16**

**Networked Dynamical Systems**

**Enrique Mallada Garcia**

Overall quality of the class: 4.57

Summary:

The best aspects of the course were the interesting and recent material, and the professor's enthusiasm and ability to handle questions. The worst aspects of the course were the abstract content and lack of realistic examples. Suggested improvements include homework with both MATLAB exercises and theoretical proofs, and slides to help students clearly understand the lengthy derivations. Future students should know this course closely follows the textbook, and course expectations and grading are fair. Students should have a background with linear systems and linear algebra.

**EN.520.631.01.FA16**

**Ultrasound and Photoacoustic Beamforming**

**Muyinatu Bell**

Overall quality of the class: 4.71

Summary:

The best aspects of the course were the hands-on experience, clear objectives and guidance, challenging work, and six-week project. The worst aspects of the course were the cryptic software tools, lack of useful documentation and structure, and extensive MATLAB use. Suggested improvements include guides or tutorials for software, and a different approach when going from theory to implementation,

such as starting with the MATLAB code in class. Future students should know this is a great course for those interested in ultrasound imaging. The topics are initially difficult to grasp, and it is helpful to have some background in physics.

**EN.520.632.01.FA16**

**Medical Imaging Systems**

**Jerry Prince**

Overall quality of the class: 4.43

Summary:

The best aspects of the course were signal processing, the wide range of knowledge on medical imaging modalities, and the understandable book. Students also appreciated the clear lectures and the online material that helped them prepare for exams. The worst aspects of the course were the heavy workload, homework quizzes, lack of depth or examples during review sessions, and the discussion board requirement. Suggested improvements include assigning less work, some kind of partial credit on the homework quizzes, less reading and more focus on homework. Shorter, more frequent exams would also be beneficial. Future students should be sure to perform the homework after understanding the concepts as quickly as possible. Students should have some background in signal processing and fundamental probability theory.

**EN.520.635.01.FA16**

**Digital Signal Processing**

**Howard Weinert**

Overall quality of the class: 4.13

Summary:

The best aspects of the course included the practice material, workload, structure, and number of exams. Students also appreciated the textbook, helpful lectures, and office hours. The worst aspects of the course were the tough grading and time-consuming homework. Suggested improvements include less strict grading, more exam questions, including more basic calculation problems, and more relevant practice problems for the exams. Future students should know this is an amazing course as an introduction to DSP. A background in signals and systems, and algebra, trigonometry, and calculus are necessary.

**EN.520.636.01.FA16**

**Feedback Control in Biological Signaling Pathways**

**Pablo Iglesias**

Overall quality of the class: 4.67

Summary:

The best aspects of the course were the lucid way of explaining topics, the course design, helpful notes, and the thought-provoking assignments. There were no comments on the worst aspects of the course.

Suggested improvements include more helpful course notes, and further developing the last few chapters. Future students should know this is a very well-designed graduate course. A background in ODE's is necessary, and a background in PDE's, control theory, and non-linear systems is helpful.

**EN.520.644.01.FA16**  
**FPGA Synthesis Lab**  
**Philippe Pouliquen**

Overall quality of the class: 4.67

Summary:

The best aspects of the course included the practical hands-on experience and useful projects. The worst aspects of the course were the very little guidance and very complicated projects. Suggested improvements include more support and guidance, more conservative time estimations for projects, and more examples about programming. Future students should know this course requires a huge amount of time and raw grit, as well as knowledge of digital circuit and V language. Taking this course with a relatively light course load is recommended.

**EN.520.645.01.FA16**  
**Audio Signal Processing**  
**Mounya Elhilali**

Overall quality of the class: 4.46

Summary:

The best aspects of the course were the excellent teaching, well-structured syllabus, wide and interesting coverage, and practical projects. Students also appreciated the detailed lecture notes. The worst aspects of the course were the difficulty of the projects, grading criteria, challenging midterm, and the lack of connection between assignments and class content. Suggested improvements include having two exams, a more structured lecture style, more online review videos, and clearer grading criteria. More frequent, short assignments that cover the topics of the classes every two to three weeks would also be beneficial. Future students should know this is a good course for people interested in learning the basics of speech signal processing. Students should have a basic knowledge of DSP and MATLAB.

**EN.520.646.01.FA16**  
**Wavelets & Filter Banks**  
**Trac Duy Tran**

Overall quality of the class: 4.83

Summary:

The best aspects of the course were the helpful instructor, the interactive classes, the self-contained nature of the course, and the easy to understand lectures. The worst aspect of the course was the lack of feedback on the homework. A suggested improvement is more time for examinations. Future

students should know this is a good course for anyone interested in learning the theory and applications of wavelets. Knowledge of DSP is helpful.

**EN.520.651.01.FA16**  
**Random Signal Analysis**  
**Archana Venkataraman**

Overall quality of the class: 3.76

Summary:

The best aspects of the course included the helpful TA, coverage of different aspects of machine learning, and fundamentals of decision making. Students also appreciated the spectrum of topics covered, and the interesting and application-oriented problem sets. The worst aspects of the course were the amount and abstract nature of the material covered, the difficulty of the assignments and exams, and the lack of intuition in the lectures. Suggested improvements include covering less material and providing more depth, more homework problems, having three classes per week, and more application examples. Future students should know this course teaches the foundation of machine learning, statistics, and probability theory. Students should be self-motivated and have a background in probability and random process, linear algebra, and calculus III.

**EN.520.654.01.FA16**  
**Control Systems Design**  
**Pablo Iglesias**

Overall quality of the class: 4.31

Summary:

The best aspects of the course were the patient instructor, challenging material, and the final project. The worst aspects of the course were not having midterms, the final being 50 percent of the final grade, too much homework, and the heavily-proof based nature of the course. Suggested improvements include more MATLAB simulink examples, and weighting homework into final grades. Future students should know this course requires a great deal of mathematical maturity, and should have knowledge in linear system control. It is not recommended to take this course with an otherwise heavy workload.

**EN.520.678.01.FA16**  
**Biomedical Photonics**  
**Xingde Li**

Overall quality of the class: 4.50

Summary:

The best aspects of the course were the professor's flexibility and responsiveness and the detailed deduction for the physics of optics. The worst aspects of the course were that the quizzes focused heavily on light detectors, and the dark classroom which made the blackboard difficult to read. A suggested improvement is providing a paper or electronic copy of the deductions prior to class. Future

students should know this course provides a wide coverage of optics. Previous background in optics is not required, but very helpful.

**EN.520.691.01.FA16**

**CAD Design of Digital VLSI Systems I (Grad)**

**Ralph Etienne Cummings**

Overall quality of the class: 4.07

Summary:

The best aspects of the course were the hands-on experience, interactive and engaging nature of the classes, and the challenging homework. Students also enjoyed designing transistors, inverters, and combinational logic gates, and exploring computers including device physics to computer system architecture. The worst aspects of the course were the pacing, heavy workload, and lack of clear homework instructions, depth on certain topics, and feedback. Suggested improvements include a more incremental approach to topics, clearer instructions, and a dedicated lab session. Restructuring the class into two sessions, having a longer class time, and more working of practice problems with the TAs and professor would also be appreciated. Future students should know this course takes a lot of time and work. Prior knowledge of VLSI, Cadence, and Verilog HDL are required.

**EN.520.701.01.FA16**

**Current Topics in Language and Speech Processing**

**Sanjeev Khudanpur**

Overall quality of the class: 4.30

Summary:

The best aspects of the course were the different fields related to speech and language processing, and the diversity of speakers. The worst aspect of the course was the number of lectures that were about tasks involving speech processing. Suggested improvements include not making this course mandatory, and changing the schedule. Future students should know this course is a seminar series that illuminates various areas of the language and speech processing field.

**EN.520.773.01.FA16**

**Advanced Topics in Microsystem Fabrication**

**Andreas Andreou**

Overall quality of the class: 4.00

Summary:

The best aspects of the course were learning the microfabrication process and the final paper. The worst aspects of the course were the amount of homework including pre-lab, post-lab, and lab reports. Some students also took issue with lectures not correlating with the lab material, and the difficulty of the material, especially for those without previous background. Suggested improvements include restructuring the lab to make it more time effective, and updating the laboratory guidelines and

instructions to avoid obvious mistakes made by previous students. Future students should know this is a good course to learn a lot about microfabrication. Students should check the class materials and laboratory guidelines as they are old and outdated.

## **ENGINEERING MANAGEMENT**

### **EN.662.611.01**

#### **Strategies: Accounting & Finance**

**Annette Leps**

Overall quality of this course: 4.67

#### Summary:

The best aspects of this course included the patient professor and useful material covered. Many students agreed that the first part of the course was fast-paced and overwhelming, but slowed down as the semester went on. Suggestions for improvement included covering fewer topics so each can be explored in-depth, spreading the workload, and keeping a more consistent pace throughout the semester. Starting the Company Project earlier and providing feedback on McCormick assignments would also be beneficial. Prospective students should expect a practical course with no financial background required.

### **EN.662.620.01-03**

#### **Professional Presentations**

**Julie Reiser**

Overall quality of this course: 4.77

#### Summary:

The best aspects of this course included the opportunities to practice, helpful feedback, and practical skills learned. Some students felt that the class could be disorganized at times, and that the workload was heavy. Suggestions for improvement included reducing the number of assignments. Prospective students should expect to develop confidence in public speaking, and are encouraged to practice their presentations outside of class.

### **EN.662.692.01**

#### **Strategies for Innovation & Growth**

**Pamela Sheff**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the engaging projects, real world experience, and helpful professor and TA. Some students felt that the course could feel disorganized, and had too much discussion during class. Additionally, many agreed that the memo prompts were vague, the grading arbitrary, and the feedback on them unclear. Suggestions for improvement included providing more focused memo prompts with specific rubrics and feedback. More lectures, information about upcoming projects, and overall structure were also suggested. Prospective students should expect a very practical course that requires a good amount of writing.

## **ENTREPRENEURSHIP & MANAGEMENT**

### **EN.660.100.01-02**

**Hopkins Leadership Challenge Seminar**

**Justin Beauchamp**

Overall quality of this course: 4.14

Summary:

The best aspects of this course included the empowering lessons, visits to different facilities, and group activities. Some students felt that the class period was too long, and that the course itself could be repetitive and impractical. Suggestions for improvement included meeting more frequently for shorter classes, providing more hands-on leadership activities, and having upperclassmen with leadership roles on campus come in to speak. Prospective students should expect a course with a light workload that helps to develop leadership skills.

### **EN.660.104.01**

**Exploring Leadership: For Hopkins Students Who Want to Make a Difference**

**Travis Olson**

Overall quality of this course: 4.57

This class had 5 or fewer comments.

### **EN.660.104.02**

**Exploring Leadership: For Hopkins Students Who Want to Make a Difference**

**Monica Butta**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the focus on self-reflection, engaging discussions, and applicable lessons. Some students felt that the readings were not always helpful or relevant. Suggestions for improvement included shorter, more relevant readings, possibly in the form of case studies. Providing more interactive leadership exercises, networking opportunities, and business take-aways would also be beneficial. Prospective students should expect a practical course that is heavily dependent on self-growth.

**EN.660.105.01-09**

**Introduction to Business**

**Lawrence Aronhime**

Overall quality of this course: 4.11

Summary:

The best aspects of this course included the thought-provoking lectures and enthusiastic professor. Many students agreed that the workload was repetitive, time-consuming, and unhelpful, and often felt like busywork. Additionally, the lecture slides were too text-heavy and the mid-term questions too specific, focusing on unimportant details rather than main business principles. Suggestions for improvement included making lecture slides more concise to emphasize key points, less busywork and unnecessary assignments, and less specific midterm questions. Focusing more on actual business principles and less on the history of business was also suggested. Prospective students should expect a writing-intensive course with a lot of busy work.

**EN.660.203.01-03**

**Financial Accounting**

**Lawrence Aronhime**

Overall quality of this course: 4.40

Summary:

The best aspects of this course included the engaging professor, interesting topics, and helpful lectures. Many students agreed that the amount of homework was excessive, and that the pace of the lectures was way too fast. Suggestions for improvement included going through the material much slower, assigning less homework, and ensuring going over material for the exam. This could be implemented by providing a study guide or review sessions. Prospective students should expect a homework-heavy but interesting course that is worth taking.

**EN.660.203.02**

**Financial Accounting**

## **Annette Leps**

Overall quality of this course: 4.66

### **Summary:**

The best aspects of this course included the helpful professor, well-structured lectures, and effective teaching style. Some students felt that the course was too fast-paced, not allowing for enough in-depth analysis of topics. Additionally, the exams were cumulative and difficult to prepare for, often mentioning concepts that were not covered fully in class. Suggestions for improvement included going over more practice problems, slowing down the pace of the class, and more straightforward exam questions on information taught in class. Providing some more real-world applications of the material would also be beneficial. Prospective students should know that a background in finance is not expected but can be very advantageous.

## **EN.660.203.04**

### **Financial Accounting**

**Sean Furlong**

Overall quality of this course: 4.72

### **Summary:**

The best aspects of this course included the engaging professor and relevant course material. Many students agreed that the course moved too quickly, and that the tests were unnecessarily difficult. Suggestions for improvement included moving at a slower pace, providing review sessions, and allowing formula sheets or notecards during exams. Prospective students should expect a challenging course with no previous knowledge of finance required. They are encouraged to study for the weekly quizzes.

## **EN.660.250.01**

### **Principles of Marketing**

**Leslie Kendrick**

Overall quality of this course: 4.24

### **Summary:**

The best aspects of this course included the helpful quizzes, hands-on class activities, and caring professor. While many found the daily quizzes helpful, some felt that they were too frequent. Additionally, the material could at times be too challenging for an introductory course. Suggestions for improvement included limiting the quizzes to once a week, providing more examples of real-world applications of marketing techniques, and covering more from the textbook on the exam. Prospective students should expect to keep up with the readings and be prepared for daily quizzes.

**EN.660.250.02****Principles of Marketing****Mary Furst**

Overall quality of this course: 4.32

**Summary:**

The best aspects of this course included the case studies, engaging lectures, and knowledgeable professor. Some students felt that the daily quizzes were too frequent, and that there wasn't enough practice of vocabulary and marketing theories. Suggestions for improvement included reducing the frequency of the quizzes, adding more hands-on marketing activities, and more guidance on how to write marketing plans. Prospective students should expect daily quizzes, and know that the weekly readings are important for the final.

**EN.660.250.03 and EN.660.250.05****Principles of Marketing****Susan Conley**

Overall quality of this course: 4.34

**Summary:**

The best aspects of this course included the helpful professor and real life examples provided in class. Some students felt that the reading load was too heavy, and that the quizzes were too frequent and not particularly helpful. Suggestions for improvement included making the quizzes less frequent and more open-ended and applicable. More in class activities and practice of marketing techniques would also be beneficial. Prospective students should expect daily quizzes.

**EN.660.250.04****Principles of Marketing****Dennis Sullivan**

Overall quality of this course: 4.17

**Summary:**

The best aspects of this course included the knowledgeable professor and clear and effective lessons. Some students felt that the material could be a bit dry, the class exercises outdated, and the course taught directly from the textbook. Suggestions for improvement included fewer quizzes, more

interactive and relevant projects, and providing modern and practical examples of marketing techniques. Prospective students are encouraged to keep up with the readings.

**EN.660.250.06**

**Principles of Marketing**

**Marci DeVries**

Overall quality of this course: 3.82

Summary:

The best aspects of this course included the engaging professor, interactive class exercises, and interesting lectures. Some students felt that the quizzes were too frequent, and the feedback on assignments minimal. Suggestions for improvement included less frequent quizzes, and updating the quiz questions to reflect the new edition of the textbook. Prospective students should expect daily quizzes and be prepared to keep up with the readings.

**EN.660.308.01**

**Business Law I**

**David Fisher**

Overall quality of this course: 4.07

Summary:

The best aspects of this course included the helpful professor and clear expectations. Many students agreed that the 3-hour lecture format of the class could be tiresome. Suggestions for improvement included shortening the length of class, and providing more organization and visual aids throughout the lectures. Prospective students are encouraged to pay attention during the lectures. No prior knowledge is required.

**EN.660.308.02**

**Business Law I**

**William Rakes**

Overall quality of this course: 4.14

Summary:

The best aspects of this course included the helpful lectures and professors with jobs in the field. Some students felt that the class period was long, the lectures hard to follow, and the grading system harsh. Suggestions for improvement included putting more emphasis on understanding the concepts as

opposed to rote memorization. More practice questions for the test, a shorter class period, visual aids during lectures, and more small assignments were also suggested. Prospective students should expect a useful course that requires a good amount of memorization.

**EN.660.308.03**

**Business Law I**

**Christopher Jeffers**

This class had 5 or fewer comments.

**EN.660.310.01**

**Case Studies in Business Ethics**

**Mark Franceschini**

Overall quality of this course: 4.74

**Summary:**

The best aspects of this course included the engaging professor, interactive discussions, and welcoming class environment. Some students felt that the class was too long, and that the grading could feel arbitrary and subjective. Suggestions for improvement included meeting twice a week for shorter periods, and providing a more detailed rubric and grading system for assignments. Prospective students should expect an enjoyable and fascinating course.

**EN.660.311.01**

**Law and the Internet**

**Douglas Sandhaus**

Overall quality of this course: 4.56

**Summary:**

The best aspects of this course included the interesting course material and helpful, captivating professor and TA. Some students felt that the exams were extremely difficult, and often contained topics not discussed in class. Additionally, there was a lot of focus on Business Law I topics and not enough on Internet law. Suggestions for improvement included being sure to thoroughly cover each topic on the exam during class, adding more materials for the Internet, and using class time more wisely to go over topics in-depth. Prospective students should expect a practical and interesting course.

**EN.660.329.01**

**Social Entrepreneurship Theory and Practice. Community Based Learning**  
**William Smedick**

Overall quality of this course: 4.30

Summary:

The best aspects of this course included the class discussions, great classroom atmosphere, and engaging professor and TA/CA. Many students agreed that the course was unstructured. The deadlines and requirements for assignments were often unclear, and assigned out of nowhere. Suggestions for improvement included providing more overall structure to the course, and clearer guidelines and deadlines. A more concrete syllabus and more feedback on projects were also suggested. Prospective students should be prepared to participate in group projects and class discussions.

**EN.660.331.01**

**Leading Teams**

**William Smedick**

Overall quality of this course: 4.94

Summary:

The best aspects of this course included the insightful class discussions, applicable course material, and passionate professor and TA/CA. Some students felt that the expectations and due dates for writing assignments were often vague. Additionally, the few grades assigned were distributed unevenly throughout the course. Suggestions for improvement included providing more structure and organization, particularly in regards to the syllabus and due dates of writing assignments. Having some more small graded assignments throughout the course, such as more checkpoints for the final project, would also be beneficial. Prospective students should expect a useful course taught by a great professor.

**EN.660.332.01**

**Leadership Theory**

**William Smedick**

Overall quality of this course: 4.68

Summary:

The best aspects of this course included the interactive lessons, interesting lectures, and engaging, knowledgeable professor. Some students felt that the writing load was unnecessarily heavy. Suggestions for improvement included providing a more cohesive syllabus with clearer expectations and due dates for all assignments. Prospective students should expect a fascinating, discussion-based course taught by a great professor.

**EN.660.332.02****Leadership Theory****Mary Clare Coghlan**

Overall quality of this course: 3.59

**Summary:**

The best aspects of this course included the sense of collaboration, interesting discussions, and caring professor. Many students found the grading to be arbitrary and inconsistent, the feedback untimely and unhelpful, and the expectations for assignments vague. Additionally, some felt that there was more discussion of personal experiences than actual theory, and that the final project was irrelevant to the material of the course. Suggestions for improvement included providing more clear and consistent grading policies, paper prompts, and guidelines for all assignments. An updated final project, greater focus on theory, and more timely and useful feedback were also suggested. Prospective students should be prepared to write professionally and think critically about the readings.

**EN.660.335.01****Negotiation and Conflict Resolution****Eric Rice**

Overall quality of this course: 4.50

**Summary:**

The best aspects of this course included the interactive lessons, knowledgeable professor, and opportunities to practice negotiation techniques in class. Some students felt that the assignments were often unclear, the grades ambiguous, and the feedback on assignments sparse and vague. Additionally, sometimes the professor would assign something via email at the last minute, not giving students much time to plan or prepare for the task. Suggestions for improvement included providing more detailed instructions and feedback on assignments, as well as clearer deadlines. Having more transparent grading and designating the class as Writing Intensive would also be beneficial. Prospective students should expect a writing-heavy class that is useful for students from any background.

**EN.660.340.01****Principles of Management****Joshua Reiter**

Overall quality of this course: 4.68

Summary:

The best aspects of this course included the engaging professor and hands-on approach. Some students felt that there was an overall lack of structure, and that the class could seem overly long.

Suggestions for improvement included doing more case studies, and requiring more participation from students during class. Clearer guidelines for grades on writing assignments would also be beneficial.

Prospective students should expect a practical course that involves a good amount of group work.

**EN.660.355.01**

**Sports Marketing**

**Leslie Kendrick**

Overall quality of this course: 4.11

Summary:

The best aspects of this course included the guest speakers, knowledgeable professor, and use of real case studies. Many students agreed that the readings were unnecessarily long, and the quizzes too frequent and detailed. Suggestions for improvement included lightening the reading load and restructuring the quizzes. For example, having fewer, longer quizzes that are weighted so that getting one wrong answer doesn't ruin the entire quiz grade. Prospective students are encouraged to keep up with the readings and expect weekly reading quizzes.

**EN.660.358.01**

**International Marketing**

**Mary Furst**

Overall quality of this course: 4.58

Summary:

The best aspects of this course included the passionate professor, relevant course material, and in-depth class discussions. Some students felt that the daily quizzes were too frequent and specific, and accounted for a large portion of the final grade. Additionally, some found the group projects difficult to coordinate. Suggestions for improvement included making the quizzes a bit less challenging and having them focus on overall chapter topics rather than minute details. Having more concrete guidelines for the final project and allowing more time to work on the group project in class would also be beneficial.

Prospective students are encouraged to keep up with the readings and have an interest in business and marketing.

**EN.660.361.01 and EN.660.361.03**

**Engineering Business and Management**

## **Michael Agronin**

Overall quality of this course: 4.26

### Summary:

The best aspects of this course included the engaging professor, useful topics, and practical skills. Some students felt that the class was too long and lecture-heavy, making it difficult to maintain focus. Additionally, problem sets were often poorly written and unclear, making them not very useful to students. Suggestions for improvement included meeting more times per week for shorter class periods, as well as better structured problem sets and lectures. Receiving actual feedback on students' resumes would be very useful. Prospective students should expect a useful course with no background required.

## **EN.660.361.02 and EN.660.361.04 Engineering Business and Management Illysa Izenberg**

Overall quality of this course: 4.68

### Summary:

The best aspects of this course included the relevant course material, caring professor, and hands-on lessons. Some students felt the feedback on assignments could be slow, and the expectations for case studies unclear. Suggestions for improvement included faster feedback on case reposts, clearly communicating expectations and deadlines for assignments each week, and more structure to the course overall. Providing sample memos at the beginning of the course to give students an idea of what to expect would also be beneficial. Prospective students should expect a useful course graded largely on group reposts and class participation.

## **EN.660.363.01 Leadership & Management in Materials Science and Engineering Illysa Izenberg**

Overall quality of this course: 3.78

### Summary:

The best aspects of this course included the interactive class environment and relevant and interesting course material. Some students felt that the case studies were incredibly time consuming, the workload spread unevenly throughout the semester, and the guidelines for memos unclear. All of these factors made the class incredibly stressful for the first month or so. Additionally, some students felt that the professor handled criticism and suggestions from students unprofessionally and inappropriately. Suggestions for improvement included clearer guidelines for how to write a memo, perhaps providing

examples to let students know what would be important to include. Distributing assignments more evenly, reworking the case studies, and responding more constructively were also suggested. Prospective students should be prepared to do the readings and participate in class.

**EN.660.404.01**

**Business Law II**

**David Fisher**

Overall quality of this course: 3.48

This class had 5 or fewer comments.

**EN.660.410.01**

**Computer Science Innovation and Entrepreneurship**

**Lawrence Aronhime**

Overall quality of this course: 4.88

Summary:

The best aspects of this course included the knowledgeable professor and interesting class discussions. Some students felt that they didn't receive enough feedback on written work, and that the overall grading system and expectations for the course were unclear. Suggestions for improvement included providing more feedback, and taking some more time to practice fleshing out documents before the last few weeks of class. Prospective students should be excited about entrepreneurship, and be prepared to think through and hear critiques of their ideas.

**EN.660.414.01**

**Financial Statement Analysis**

**Annette Leps**

Overall quality of this course: 4.30

Summary:

The best aspects of this course included the relevant skills taught, useful course material, and caring professor. Some students felt that the workload was extremely heavy, and the feedback on assignments limited and unhelpful. Additionally, many assignments, particularly the final project, lacked clear instructions and expectations. Suggestions for improvement included clearer and more structured guidelines and feedback on assignments, and fewer assignments overall. More class time devoted to

progress meetings and working on the final were also suggested. Prospective students should expect a useful course with a very heavy workload.

**EN.660.450.01**

**Advertising & Integrated Marketing Communication**

**Leslie Kendrick**

Overall quality of this course: 4.51

Summary:

The best aspects of this course included the real-world experience and hands-on project. Some students agreed that while necessary, the time commitment outside of class was huge, and that the quizzes were superfluous and rarely discussed in class. Additionally, the workload was unevenly distributed among students, as some were 'managers' and 'coordinators' and other simply 'team members'. Suggestions for improvement included evening out the workload among students with different roles and having fewer quizzes. More organization and input from the professor was also suggested, perhaps in the form of a task list with weekly goals for the teams. Prospective students should expect a helpful course that builds a professional background in marketing and advertising, and requires a large time commitment outside of class.

**EN.660.453.01**

**Social Media and Marketing**

**Marci DeVries**

Overall quality of this course: 3.81

Summary:

The best aspects of this course included the engaging, experienced professor, relevant topics, and in-class exercises. Many students agreed that the course could feel disorganized. Expectations for assignments were often vague and difficult to understand, lectures unstructured, and quiz topics not covered in class. Suggestions for improvement included implementing more structure and organization overall, in the form of providing clearer instructions and more guidance for assignments, particularly the large projects. Being sure to cover the quiz material in class and keeping it relevant to the course were also suggested. Prospective students should expect an interesting course that requires little background in marketing.

**EN.660.460.01**

**Entrepreneurship**

**Eric Rice**

Overall quality of this course: 4.59

**Summary:**

The best aspects of this course included the experienced professor and applicable course material. Some students felt that the writing load was too heavy, and that there was too much of a focus on business memos. Suggestions for improvement included having more guest speakers, particularly from former JHU students who are now entrepreneurs. Discussing other details about entrepreneurship such as financials and marketing strategies were also suggested. Prospective students should expect an interesting and useful course that requires a large amount of writing.

**EN.660.606.01****Business of Bioengineering Innovation & Design****Lawrence Aronhime**

Overall quality of this course: 3.95

**Summary:**

The best aspects of this course included the guest speakers and interesting course material. Some students felt that the lectures could be too unstructured, off-topic, and crammed with information. Suggestions for improvement included more focused lecture slides, more practice and analysis of real-world cases, and better alignment of the material with the stage of students' projects. More detailed descriptions of basic business concepts would also be appreciated. Prospective students should expect a great introduction to business in medical devices, and are encouraged to take advantage of the professor's office hours for help.

**GENERAL ENGINEERING****EN.500.101.01****What Is Engineering?****Stephanie Larson**

Overall quality of this course: 1.71

**Summary:**

The best aspects of this course included the exposure to various fields of engineering and the small class size. Some students felt that the course lacked organization overall. Homework was lengthy, the teaching methods ineffective, and the expectations for assignments unclear. Additionally, the material was too difficult for a 100 level class. Suggestions for improvement included a restructured course, complete with shorter homework sets, more lenient grading, and more clearly defined expectations for

assignments. Prospective students should keep up with classwork and use the professor as a resource, and aren't encouraged to take the course until it has been seriously restructured.

**EN.500.103.01**

**Hopkins Engineering Sampler Seminar**

**Edward Scheinerman**

Overall quality of this course: 3.96

Summary:

The best aspects of this course included the light workload and exposure to different engineering majors. Some students felt that some of the presenters focused more on their research and projects than actually explaining the major. Additionally, some presentations were too long and technical. Suggestions for improvement included having presenters provide more information on what you can do with certain majors after your degree, as well as a larger emphasis on the coursework in their department. More interactive and hands-on activities, such as the department field tips, would also be beneficial. Prospective students are encouraged to enroll in this course if they are Undecided, as it is helpful in determining which major is right for them.

**EN.500.111.01-02**

**Hopkins Engineering Applications & Research Tutorials**

**Sarvenaz Sarabipour**

Overall quality of this course: 4.25

Summary:

The best aspects of this course included the class discussions and passionate professor. Some students felt that the readings were too heavy and a bit above their level of understanding. Additionally, the lectures could be a bit confusing and hard to follow at times. Suggestions for improvement included providing handouts with core information and terms, and readings that are a bit easier for those with less prior knowledge of the subject. Prospective students should only enroll if they are very interested in the topic as it is an in-depth course. Some basic background in biology is required.

**EN.500.111.03-04**

**Hopkins Engineering Applications & Research Tutorials**

**Mikhail Osanov**

Overall quality of this course: 4.41

Summary:

The best aspects of this course included the relevant, hands-on material and getting to use a 3D printer. Some students felt that there wasn't enough time spent on actually 3-D printing or using the software necessary for it. Suggestions for improvement included providing more opportunities to print and learn the CAD software, perhaps by assigning a few small printing projects. Prospective students should expect an interesting course with a light workload.

**EN.500.111.05-06**

**Hopkins Engineering Applications & Research Tutorials**

**Zhangping Wei**

Overall quality of this course: 3.52

Summary:

The best aspects of this course included the helpful professor and overview of different programming languages. Some students felt that the class moved too fast and covered too much, making it confusing and impossible to study any of the programming languages in enough depth. Suggestions for improvement included making lectures less theoretical and more interactive, and making time for more coding practice in class. Putting the lecture slides and solutions to coding sessions on Blackboard at the end of each class and holding coding sessions in a computer lab would also be beneficial. Prospective students should expect a good overview of major programming languages without the work of a traditional programming class. Previous programming knowledge is useful but not required.

**EN.500.111.07-08**

**Hopkins Engineering Applications & Research Tutorials**

**Cynthia Bothwell**

Overall quality of this course: 3.92

Summary:

The best aspects of this course included the knowledgeable professor and practical course material. Some students felt that the material could be difficult to understand and the lectures tedious. Additionally, there was more of a focus on the financial aspects of green technology rather than the actual methods. Suggestions for improvement included switching the focus, emphasizing green technology's mechanisms rather than optimization techniques. More class discussion and interactive lectures were also suggested, perhaps by implementing more videos and visuals. Prospective students should expect an interesting and relaxed class with no background required.

**EN.500.111.09-10**

**Hopkins Engineering Applications & Research Tutorials**  
**Feng-wei Hung**

Overall quality of this course: 3.66

Summary:

The best aspects of this course included the interesting concepts and class discussions. Some students felt that the lectures could be tedious, and the sessions poorly planned. Suggestions for improvement included having more discussion and debate and less lecture, with more interactive class activities that apply the information being learned. Better overall organization and structure was also suggested. Prospective students should expect an interesting course with a light workload.

**EN.500.111.13-14**  
**Hopkins Engineering Applications & Research Tutorials**  
**Gary Lin**

Overall quality of this course: 3.75

Summary:

The best aspects of this course included the interesting topics, guest speakers, and helpful professor. Some students felt that the lectures could be tedious and ineffective, and some struggled to understand the material fully. Additionally, there was not much engagement or participation from the class. Suggestions for improvement included more application of the topics learned, in the form of interactive programming exercises, class participation, and small assignments to practice skills. Prospective students should expect an interesting course that is worthwhile for those who like modeling. No background is required.

**EN.500.111.15-16**  
**Hopkins Engineering Applications & Research Tutorials**  
**Susan Liao**

Overall quality of this course: 4.11

Summary:

The best aspects of this course included the interesting course material and class discussions. Some students felt that the class moved too quickly for them, and that they had trouble understanding the readings and material. Additionally, some topics felt glossed over and not covered in-depth due to time constraints. Suggestions for improvement included focusing more in-depth on less topics, more refreshers of underlying biological concepts, and using scientific papers as more of a supplement than a focus of the class. Providing handouts that review main ideas from class each week would also be

beneficial. Prospective students are encouraged to take this course only if they have a strong interest in biomolecular engineering. Some basic knowledge of biology is required.

**EN.500.111.17**

**Hopkins Engineering Applications & Research Tutorials**

**Yu Xuan Xie**

Overall quality of this course: 4.25

This class had 5 or fewer comments.

**EN.500.111.19-20**

**Hopkins Engineering Applications & Research Tutorials**

**Santiago Orrego**

Overall quality of this course: 4.06

**Summary:**

The best aspects of this course included the light workload, helpful instructors, and variety of topics discussed. Some students felt that the lectures could be tedious, unengaging, and ineffective. Suggestions for improvement included having more engaging in-class activities to apply students' knowledge and supplement the lecture, such as projects, field trips, and discussions. Fewer technical details of inventions and more information on what's new in each field of engineering would also be beneficial. Prospective students should expect a casual, lecture based course with no background in engineering required.

**EN.500.111.21-22**

**Hopkins Engineering Applications & Research Tutorials**

**Steven Thibault**

Overall quality of this course: 4.30

**Summary:**

The best aspects of this course included the knowledgeable professor, applicable material, and breadth of information covered. Some students felt that the lectures could be tedious, and lacked student engagement and interaction. Additionally, they were full of technical terminology that was difficult to keep track of. Suggestions for improvement included setting aside time for more interactive class activities, such as discussions and group problem solving exercises. Using less technical language and

breaking up the lectures with videos and visuals would also be beneficial. Prospective students are encouraged to enroll in this course only if they have a strong interest in aerospace engineering.

**EN.500.111.23**

**Hopkins Engineering Applications & Research Tutorials**

**Mohammad Hossain**

Overall quality of this course: 4.13

Summary:

The best aspects of this course included the well-structured lessons and knowledgeable professor. Some students felt that the timing of the class was inconvenient and too late in the day. Additionally, the lecture style of the class wasn't always particularly engaging. Suggestions for improvement included offering the class at an earlier time, making the lectures more concise and structured, and providing more interactive discussion-based activities. Prospective students should have an interest in genetics, but no background is necessary.

**EN.500.111.24-25**

**Hopkins Engineering Applications & Research Tutorials**

**John Hickey**

Overall quality of this course: 4.32

Summary:

The best aspects of this course included the light workload, engaging lectures, and enthusiastic professor. Some students felt that the class didn't meet for enough time throughout the semester. This resulted in rushing through the material which felt overwhelming and didn't allow the class to focus on the topics in-depth. Suggestions for improvement included meeting more frequently to properly cover the material, more engaging in-class activities and discussions, and maybe adding a complimentary lab session for designing inventions. Prospective students should expect an interesting course with a light workload that is recommended especially for public health and engineering majors.

**EN.500.111.27**

**Hopkins Engineering Applications & Research Tutorials**

**David Holland**

Overall quality of this course: 3.38

Summary:

The best aspects of this course included the applicable course material and interesting topics. Some students felt that the class could be a bit too technical and mathematical in parts, and that there was not enough student involvement or practical application of the topics taught. Suggestions for improvement included providing more interactive in-class activities, exploring network modeling on a smaller scale, and exploring fewer topics overall in a more in-depth fashion. Prospective students should expect a very technical and math-based course that focuses mainly on networks.

**EN.500.111.29-30**

**Hopkins Engineering Applications & Research Tutorials**

**Nash Rochman**

Overall quality of this course: 3.85

Summary:

The best aspects of this course included the thought-provoking topics, enthusiastic professor, and engaging lessons. Some students felt that the material could be confusing, abstract, and overwhelming. Additionally, the pace of the class was too fast and there wasn't enough time to go through each topic thoroughly. Suggestions for improvement included more interactive and structured lectures, more hands-on problem solving during class, and focusing on fewer topics. More exposure to the biology side of the material was also suggested. Prospective students should expect a math-heavy course with a light workload.

**EN.500.111.32**

**Hopkins Engineering Applications & Research Tutorials**

**Lindsay Clegg**

Overall quality of this course: 3.86

Summary:

The best aspects of this course included the engaging lectures and interesting topics covered. Some students felt that the content was dense, difficult to follow, and too complex to understand, especially for beginners with little background on the subject. Suggestions for improvement included providing more hands-on and easy to follow lessons, with less technical terms, perhaps in the form of videos and building models. Prospective students should expect a fascinating course and be prepared to delve into the dense, complicated material.

**EN.500.111.33**

**Hopkins Engineering Applications & Research Tutorials**

**Vittal Premachandran**

Overall quality of this course: 3.25

Summary:

The best aspects of this course included the interesting material and intriguing lectures. Some students felt that the lectures could be obscure, tedious, and difficult to follow. Additionally, the material was a bit too specific and too advanced for freshman students. Suggestions for improvement included more interactive in-class exercises and practice, more simulations and physical demonstrations, and providing a broader overview of the algorithms rather than the specifics. Moving more slowly through the topics to make the material easier to digest was also suggested. Prospective students should expect an algorithm-heavy course. Having some computer science background is very beneficial.

**EN.500.111.34**

**Hopkins Engineering Applications & Research Tutorials**

**Gonzalo Pita**

Overall quality of this course: 4.33

This class had 5 or fewer comments.

**EN.500.111.35**

**Hopkins Engineering Applications & Research Tutorials**

**Jayoung Kim**

Overall quality of this course: 4.18

Summary:

The best aspects of this course included the interesting class discussions and exploration of new fields of research. Some students felt that the material was too advanced and difficult to understand for them, and that the class was not as interactive as it could have been. Suggestions for improvement included breaking up the lectures with more engaging and interactive class activities. Introducing topics at a more basic level so non-biology majors are able to understand the material was also suggested. Prospective students are encouraged to keep up with the readings and have a strong interest in the topic before enrolling.

**EN.500.200.01**

**Computing for Engineers and Scientists**

**Kamel Lahouel**

Overall quality of this course: 3.67

Summary:

The best aspects of this course included the clear and straightforward teaching style and caring professor. Many students agreed that the course was too math-heavy, and involved high level mathematical topics that were not prerequisites (linear algebra, differential equations). Additionally, there was more of a focus on math rather than actual programming, and some students felt they were unable to learn coding as well as they would have liked. Suggestions for improvement included providing more of a focus on coding techniques, and providing more coding examples in class. Explaining algorithms less abstractly and making the course material less mathematically advanced would also be beneficial. Prospective students should expect a class that is more mathematically involved than coding focused. Knowledge of high level math is required.

### **EN.500.401.01-03**

#### **Research Laboratory Safety**

**Daniel Kuespert**

Overall quality of this course: 3.39

Summary:

The best aspects of this course included the passionate professor and well-delivered lectures. Some students felt that the course was unnecessary and irrelevant to their field, as it mostly focused on chemical lab safety. Additionally, the workload and final project were a bit heavy for a one-credit course, and the readings were often lengthy and superfluous. Suggestions for improvement included having less group work, and a multiple choice exam instead of a final project. Students whose research consists of mainly theory and computation should be not be forced to take this class, and should perhaps be given a more specialized one of their own. Another suggestion involved having a mock walk through safety inspection in which students are given a fake lab procedure and asked to think about the hazards. Prospective students should expect a group work-heavy course that is mainly designed for biology and chemistry related fields.

### **EN.500.496.01**

#### **Practical Ethics for Future Leaders**

**Feilim Macgabhann**

Overall quality of this course: 4.71

Summary:

The best aspects of this course included the flexible schedule, interesting discussions, and real-world examples. Many students agreed that the course could feel disorganized at times due to a lack of

scheduling and clear deadlines. The Blackboard postings for assignments could be inconsistent, and the online discussions could be ineffective and repetitive. Suggestions for improvement included better overall structure and organization, possibly in the form of a central syllabus with deadlines and a set schedule, and clearer expectations for assignments. The use of a better discussion platform such as Piazza was also suggested. Prospective students should expect an interesting online course with a light workload.

## **GEOGRAPHY AND ENVIRONMENTAL ENGINEERING**

### **EN.570.108.01**

#### **Introduction Environmental Engineering**

**Hedy Alavi**

Overall quality of this course: 3.82

#### **Summary:**

The best aspects of this course included the interesting course material, informative field trip, and kind, caring professor. Some students felt that the lectures could be confusing and ineffective at times, with the professor just reading from lengthy notes. Additionally, the lecture material differed greatly from the exams and homework, making it unclear what would be tested, and forcing students to learn a lot on their own. Suggestions for improvement included a more interactive and visual lecture style with more examples and sample problems, as well as providing review sessions and a clearer idea of what will be tested. Prospective students should expect a good overview of environmental engineering that requires little background knowledge.

### **EN.570.205.01**

#### **Ecology**

**Grace Brush**

Overall quality of this course: 3.41

#### **Summary:**

The best aspects of this course included the interesting course material, field trips, and knowledgeable professor. Some students felt that the course suffered from an overall lack of organization, making lectures hard to follow and knowing what to study for exams unclear. Additionally, the grading system seemed arbitrary and the addition of a final paper to the final exam was unnecessary and overwhelming. Suggestions for improvement included more structured material and a better explanation of how it will be tested, as well as more organized lectures that have PowerPoints or other visual aids. More transparent grading policies, less final assignments, and closer fieldtrips were also suggested. Prospective students are encouraged to take detailed notes in class and make time to prepare for the exams.

**EN.570.222.01**  
**Environment and Society**  
**Erica Schoenberger**

Overall quality of this course: 4.06

Summary:

The best aspects of this course included the thought-provoking discussions, knowledgeable professor, and creative freedom on the final project. Some students felt that the grading system and guidelines for assignments were unclear, and that there were not enough graded assignments overall. Additionally, the course seemed disorganized at times and the lectures could be hard to follow. Suggestions for improvement included providing more structure and organization overall, some small graded assignments, and more guidance on grades and expectations. Prospective students are encouraged to do the readings and participate in class discussions.

**EN.570.303.01**  
**Environmental Engineering Principles and Applications**  
**Kai Loon Chen**

Overall quality of this course: 3.43

Summary:

The best aspects of this course included the detailed note packets and clearly presented course material. Some students felt that there was too much material to cover in one semester, and that lectures could be dry and identical to the note handouts. Additionally, the exams were too long for the time allotted, and students with different majors had a bit of an advantage. Suggestions for improvement included providing more real-world applications and practice problems in class, more interactive lectures, and making exams shorter and more reflective of what's being taught. Posting notes online, allowing formula sheets for exams, and splitting up the class by major would also be beneficial. Prospective students are encouraged to attend class as often as possible and participate.

**EN.570.305.01**  
**Environmental Engineering Systems Design**  
**Joseph Ellis**

Overall quality of this course: 3.20

Summary:

The best aspects of this course included the diverse range of topics covered and real world applications of the course material. Some students felt that the explanations of concepts could be inaccessible and difficult to follow. Suggestions for improvement included providing more clear and simple explanations

during lectures, perhaps in the form of working out specific examples on the board and being more engaging. Prospective students should be familiar with Linear Algebra and are encouraged to do the homework. Despite not being graded, homework is crucial to doing well on the exam.

**EN.570.334.01**

**Engineering Microeconomics**

**Paul Ferraro**

Overall quality of this course: 4.66

**Summary:**

The best aspects of this course included the engaging professor, interesting course material, and great lectures. Some students felt that the concepts could be difficult to understand, and that exam questions were worded unclearly and not reflective of the rest of the course. Additionally, there were only four grades and not enough practice before each exam. Suggestions for improvement included providing more comprehensive lecture notes and interactive class activities, as well as practice exam questions and more specific examples related to environmental engineering. Having fewer exams and more small graded assignments were also suggested. Prospective students should expect an interesting course with a light workload that requires no background in economics.

**EN.570.351.01**

**Introduction to Fluid Mechanics**

**Tihomir Hristov**

Overall quality of this course: 2.64

**Summary:**

The best aspects of this course included knowledgeable professor, light homework, and helpful textbook. Some students felt that the lectures could be ineffective and difficult to follow, with no examples, a fast pace, and no writing on the board. Additionally, the exams were much more complicated than the homework, so many students didn't feel prepared when it came to answering exam questions. Suggestions for improvement included providing a more effective teaching style, perhaps in the form of PowerPoints and typed out equations to go along with the lecture, and clearer explanations of concepts with concrete examples of each one. Doing simple, practical example problems in class that are closer to the exam material would also be helpful. Prospective students are encouraged to learn as much as they can from the textbook and know that the homework is much easier than the exam.

**EN.570.353.01**

**Hydrology**

**Ciaran Harman**

Overall quality of this course: 3.69

Summary:

The best aspects of this course included the hands-on activities and labs, passionate professor, and real-world applications of concepts taught. Many students agreed that the lectures could be confusing and ineffective, with the hours-long video format, technical language, and inaccessible teaching style. Additionally, some felt that the professor covered too much material and had unrealistic expectations for what the students could accomplish. The workload was overly heavy and it was unclear what to study for the exams. Suggestions for improvement included shortening both the lecture videos and homework assignments, and posting the lecture videos and homework a full week before they are due. Reducing the amount of material covered, explaining concepts more simply and concisely, and not expecting students to learn several new concepts simultaneously would also be helpful. Prospective students should expect a math intensive course and be familiar with calculus, differential equations, and MATLAB.

**EN.570.411.01**

**Engineering Microbiology**

**Edward Bouwer**

Overall quality of this course: 4.76

Summary:

The best aspects of this course included the organized course material and knowledgeable, helpful professor. Some students felt that the grading policy could be confusing, and that labs could be lengthy. Suggestions for improvement included updating the handouts and teaching style to include recent research and more interactive activities. Providing some more clear guidelines on how to write lab reports would also be beneficial. Prospective students should expect an interesting course that requires some background in biology and algebra.

**EN.570.419.01**

**Environmental Engineering Design I**

**Edward Bouwer**

Overall quality of this course: 3.67

Summary:

The best aspects of this course included the engaging lectures, field trips, and variety of guest speakers. Many students agreed that the options for the project were too limited, and that not receiving their site this far in the process is impeding their work. Additionally, many of the lectures were unnecessarily lengthy. Suggestions for improvement included condensing the amount of lectures and the content they

cover. Reformatting the way projects are completed and assigned would also be helpful, perhaps in the form of assigning sites and groups earlier in the semester, and giving more options for project topics. Prospective students should expect a relaxed course that is required for Environmental Engineering majors.

**EN.570.428.01**

**Problems in Applied Economics Research**

**Steve Hanke**

Overall quality of this course: 4.84

Summary:

The best aspects of this course included the knowledgeable professor, self-led work, and real-world applications of course content. Some students felt that the professor's feedback could be harsh and unhelpful at times, and that expectations for assignments seemed unclear. Suggestions for improvement included better explanations of assignments, more constructive and forgiving feedback, and more opportunities to work on projects and gain recognition. Prospective students should expect a demanding but rewarding course that provides real-world economics experience.

**EN.570.442.01**

**Environmental Organic Chemistry**

**A Roberts**

Overall quality of this course: 4.67

This class had 5 or fewer comments.

**EN.570.445.01**

**Physical and Chemical Processes**

**William Ball**

Overall quality of this course: 3.67

Summary:

The best aspects of this course included the interesting and practical course material. Many students agreed that the course suffered from an overall lack of organization, with lectures that were often ineffective and difficult to follow. Additionally, students sometimes had to essentially teach themselves from the textbook and homework problems. Suggestions for improvement included providing more focused and organized lectures notes, perhaps written out on a PowerPoint. Using class time to actively solve problems and give examples to illustrate real-world applications of the material were also

suggested. Prospective students are encouraged to take advantage of the homework and textbook to really learn the material.

**EN.570.470.01**

**Applied Econ & Finance**

**Steve Hanke**

Overall quality of this course: 4.69

This class had 5 or fewer comments.

**EN.570.490.01**

**Solid Waste Engineering and Management**

**Hedy Alavi**

Overall quality of this course: 4.50

This class had 5 or fewer comments.

**EN.570.495.01**

**Optimization Foundations for Environmental Engineering and Policy Design**

**Joseph Ellis**

Overall quality of this course: 4.32

Summary:

The best aspects of this course included the applicable course material and variety of topics covered. Some students felt that the lectures could be unengaging and difficult to understand, and that there weren't enough graded assignments. Suggestions for improvement included providing some smaller graded assignments throughout the semester, or perhaps grading the homework. Providing more examples and practice problems to help prepare for exams would also be beneficial. Prospective students should expect a course with a light workload that requires some knowledge of basic calculus.

**EN.570.615.01**

**Current Trends in Environmental Microbiology**

**Sarah Preheim**

Overall quality of this course: 4.43

This class had 5 or fewer comments.

**EN.570.643.01**

**Aquatic and Biofluid Chemistry**

**Alan Stone**

Overall quality of this course: 4.57

Summary:

The best aspects of this course included the interesting lectures, helpful professor, and variety of topics covered. Some students felt that the homework assignments were long and difficult, and that they were graded harshly and crammed together. Additionally, the lectures could be difficult to follow and the grading seemed vague and inconsistent. Suggestions for improvement included making the homework either shorter or worth more points, shortening the exams, and providing clear rubrics for assignments. More updated teaching materials that discuss current applications of the topics would also be beneficial. Prospective students should have a good understanding of chemistry and be familiar with algebra.

**EN.570.693.01**

**Economic Foundations for Environmental Engineering and Policy Design**

**John Boland**

Overall quality of this course: 4.19

This class had 5 or fewer comments.

**INFORMATION SECURITY INSTITUTE**

**EN.650.401.01**

**Introduction to Information Security**

**Xiangyang Li**

Overall quality of this course: 4.14

This class had 5 or fewer comments.

**EN.650.414.01**

**Rights in Digital Age**

**Michael Jacobs**

Overall quality of this course: 4.21

Summary:

The best aspects of this course included the prepared professor and useful lessons. Many students agreed that the remote teaching was not ideal, and that they would have preferred to have the professor physically present in classroom to make things more interactive. Suggestions for improvements included having a professor who can be on campus regularly, and more opportunities for interaction and discussion during class. Prospective students should expect an interesting, reading-heavy, and remotely taught course.

**EN.650.433.01**

**Embedded Computer Systems**

**George Kalb**

Overall quality of this course: 4.40

This class had 5 or fewer comments.

**EN.650.445.01**

**Practical Cryptographic Systems**

**Matthew Green**

Overall quality of this course: 4.59

Summary:

The best aspects of this course included the interesting content, real world-examples, and engaging professor. Many students agreed that the course could be disorganized and suffered from an overall lack of structure. Suggestions for improvement included ensuring that assignments are provided on time and spaced out properly, as well as better structure and organization in general. Prospective students should be familiar with the basics of cryptography and be ready to code.

**EN.650.457.01**

**Computer Forensics**

**Timothy Leschke**

Overall quality of this course: 4.47

Summary:

The best aspects of this course included the helpful professor and hands-on lessons. Some students felt that the exam was weighted too heavily (60% of overall grade). Suggestions for improvement included providing even more interactive elements in class, and weighting the exam differently. Prospective students should expect a useful course with no background required.

**EN.650.458.01**

**Introduction to Cryptography**

**Xiangyang Li**

Overall quality of this course: 4.26

Summary:

The best aspects of this course included the insightful professor and useful, real-world content. Some students felt that the course was disorganized, and that the homework was unclear and graded too harshly. Suggestions for improvement included more in-depth learning about fewer topics, homework with more structured expectations and grading, and a more structured syllabus overall. Prospective students should expect to receive a good introduction to cryptography. Basic math skills required.

**EN.650.460.01**

**Software Vulnerability Analysis**

**Reuben Johnston**

Overall quality of this course: 4.71

Summary:

The best aspects of this course included the hands-on lessons, helpful professor, and engaging labs. Some students felt that the demonstrations and lectures could be more effective. Suggestions for improvement included adjusting the way lectures are carried out. Focusing more on demonstration than theory, and giving students tangible results of what they're learning would be beneficial. Prospective students are encouraged to know C Programming well. It's a very helpful course for Information Security Students and future interviews they may have.

**EN.650.461.01**

**Cloud Computing Security**

**Joel Coffman**

Overall quality of this course: 4.74

Summary:

The best aspects of this course included the clear syllabus, interesting discussion, and engaging, knowledgeable professor. Some students felt that the course was too narrow and theoretical, focusing too much into specifics such as Amazon AWS and OpenStack rather than the scope of the cloud as a whole. Suggestions for improvement included providing a more hands-on, practical understanding of cloud concepts, and doing more technical assignments. Prospective students should expect a reading-heavy introduction to cloud computing concepts that is more theoretical than technical.

**EN.650.472.01**

**Security Analytics**

**Song Luo**

Overall quality of this course: 4.26

Summary:

The best aspects of this course included the hands-on lessons and practical material. Some students felt that the course was not as security-oriented as they expected, and that it mostly focused on general machine learning. Suggestions for improvement included focusing more on security, making the homework more specific and involved, and having more interactive labs. Prospective students should know that this course is more focused on giving an overview of machine learning and data analytics than security. Basic coding ability is a must, and particularly a proficiency in Python.

**EN.650.621.01**

**Critical Infrastructure Protection**

**Lanier Watkins**

Overall quality of this course: 4.67

Summary:

The best aspects of this course included the semester-long project, engaging professor, and practical assignments. There wasn't much of a consensus for the class's flaws. Suggestions for improvement included having more lab resources and allowing students to access certain content during the exam rather than having it be closed-book. Prospective students should expect an interesting course that mainly focuses on a single project. It is not coding-intensive.

**EN.650.655.01**

**Implementing Effective Information Security Projects**

**Michael Kociemba**

Overall quality of this course: 4.60

Summary:

The best aspects of this course included the well-structured lessons, insightful professor and student presentations. Many students agreed that the technical issues with the classroom's projector wasted time and took away from the course. Suggestions for improvement included improving class facilities, adding in more case studies, and doing more to encourage interaction and discussion during class. Prospective students should expect a writing-intensive course that will enhance their information security management skills.

**EN.650.736.01**

**Information Security Projects**

**Anton Dahbura**

Overall quality of this course: 4.30

Summary:

The best aspects of this course included the guest speakers and networking opportunities. Some students felt they wanted to have more interactions with the speakers and the rest of the class. Additionally, some presenters' opportunities only applied to a small portion of the class. Suggestions for improvement included having more Q&A sessions with speakers, and allowing time for students to discuss current class projects or personal projects. Prospective students should come to class ready to listen to the speakers and take advantage of the networking opportunities provided. This is a mandatory, seminar-style course.

**MATERIALS SCIENCE AND ENGINEERING DEPARTMENT**

**EN.510.106.01**

**Foundations of Materials Science & Engineering**

**En Ma**

Overall quality of the class: 3.54

Summary:

The best aspects of this course included the wide variety of interesting topics covered, and engaging guest speakers who used applied the course material to their real-world research. Some students felt that the homework was overly time consuming, and that lecture relied too heavily on PowerPoint slides. Suggestions for improvement included adding a hands-on project, making the lectures more interactive, and going over practice problems in class. Prospective students are advised that no background in the subject is necessary, and that they should be prepared to set aside a lot of time for the homework assignments.

**EN.510.311.01**  
**Structure of Materials**  
**Todd Hufnagel**

Overall quality of the class: 4.19

Summary:

The best aspects of this course included the active learning activities employed by an engaging instructor, and its intellectual challenge that was never overwhelming but instead pushed the students to really learn the material. Some students felt that some of the assigned readings were overwhelming and difficult to understand, and that at times the topics covered in class didn't correspond with the readings. Suggestions for improvement included breaking up the active learning style of the course with more lectures to help explain the material, and adding a TA or discussion section where they could have time to go over example problems. Prospective students are advised that having a background in basic physics is helpful, and that there is a lot of reading required to understand the more difficult concepts.

**EN.510.312.01**  
**Thermodynamics/Materials**  
**Martin Ulmschneider**

Overall quality of the class: 3.54

Summary:

The best aspects of this course included the in-class exercises that helped make the more difficult homework assignments more manageable, a relaxed class atmosphere, and the interesting subject matter. Some students felt that the work done in class didn't correlate with the material on the exams, and that there was a lack of feedback on their homework and class assignments. A few students also felt that the class relied too much on them working and studying independently. Suggestions for improvement included having more in-depth lectures, receiving feedback on class exercises, and clearer expectations regarding both the grading and tests. Prospective students are advised that a basic knowledge of chemistry is helpful, as well as a familiarity with computer programming.

**EN.510.316.01**  
**Biomaterials I**  
**Margarita Herrera-Alonso**

Overall quality of the class: 3.86

Summary:

The best aspects of this course included the interesting and relevant subject matter, engaging instructor who encouraged class participation, and real-world applications of the material. Some students felt that the homework didn't seem to correlate with the material taught in class, and that the assignments were sometimes posted sporadically and without warning, leaving little time to complete them. A few students also felt that the course deviated too much from its syllabus, and that it was poorly organized overall. Suggestions for improvement included recording the lectures and posting them to Blackboard. Students also suggested more organization in general such as a predetermined due date for

assignments, review sessions, and cleaning up the online supplemental material. Prospective students are advised that a background in organic chemistry is helpful, and that the homework requires a large time commitment.

**EN.510.335.01**  
**MSE Design Team I**  
**Orla Wilson**

Overall quality of the class: 4.79

Summary:

The best aspects of this course included the opportunity to gain firsthand experience and to work as part of a team, as well as the opportunity to apply concepts learned in other classes. Some students felt that there was some difficulty organizing meetings without having access to a designated space, and that they would have liked a rubric for their presentations. Suggestions for improvement included having scheduled meetings with the instructor to get feedback on their progress, and better organizing the presentations. Prospective students are advised that the class requires self-motivation, and is recommended to anyone willing to put in the work.

**EN.510.403.01-02**  
**Materials Characterization**  
**Patricia McGuiggan**

Overall quality of the class:

Summary:

The best aspects of this course included its mixture of theory and practice, the opportunity to use materials characterization equipment, and fascinating course material. Some students felt that the final grade relied too heavily on the midterm and final project, and that the PowerPoint presentations were overly long. Suggestions for improvement included having more opportunities to improve their grade, editing the lecture slides, and spending more time going over how to analyze data. Prospective students are advised that there's a lot of material covered in the beginning of the course, and that they should be sure to study for the weekly quizzes.

**EN.510.405.01**  
**Materials Science of Energy Technologies**  
**Jonah Erlebacher**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included the variety of topics covered, the opportunity for students to work on their presentation and public speaking skills, and its focus on independent study. Some students felt that expectations were unclear in the beginning, and that the grading rubric was vague. Suggestions for improvement included adding clearer expectations for the assignments, and applying

more guidelines to the student presentations. Prospective students are advised that this is a presentation-based class so they should be prepared to share what they're learning in front of the class.

**EN.510.415.01**

**The Chemistry of Materials Synthesis**

**Howard Katz**

Overall quality of the class: 4.44

**Summary:**

The best aspects of this course included its focus on practical scientific articles covering contemporary research, an engaging instructor, and the wide variety of research covered. Some students felt that the course could have been better organized if it had a Blackboard page, and that it sometimes focused too much on organic chemistry. Suggestions for improvement included providing more practice problems before the exams, and having a more defined grading rubric. Prospective students are advised that a background in organic chemistry is very helpful, and that they should participate as much as they can in order to get the most of the class.

**EN.510.420.01**

**Stealth Science & Engineering**

**James Spicer**

Overall quality of the class: 4.14

This class had 5 or fewer comments.

**EN.510.426.01**

**Biomolecular Materials I – Soluble Proteins and Amphiphiles**

**Kalina Hristova**

Overall quality of the class: 4.20

This class had 5 or fewer comments.

**EN.510.428.01-02**

**Material Science Laboratory I**

**Orla Wilson**

Overall quality of the class:

**Summary:**

The best aspects of this course included the opportunity to apply the material learned in Material Science to actual experiments. Additionally, students enjoyed the hands-on nature of the lab work, and felt the class left them a deeper understanding of the material. Some students felt that the lab reports

were graded very harshly, and that the workload towards the end of the semester was too heavy. A few students also felt that some of there wasn't enough lab equipment to go around and that was some of it was outdated. Suggestions for improvement included upgrading the equipment and machines used in the labs, and giving them a structured set of guidelines and due dates for labs and assignments. Prospective students are advised to start their lab reports early, and know that the work done in class is mostly group-based.

**EN.510.433.01**

**Senior Design Research**

**Orla Wilson**

Overall quality of the class: 4.13

**Summary:**

The best aspects of this course included the open-ended nature of the class, and the opportunity to work on research independently. Some students felt that the weekly seminars were not especially relevant to the work they were doing. A few students also felt that the course was a very large time commitment and that the time spent didn't always correlate with successful results. Suggestions for improvement included taking a week at the beginning of the course to discuss how they should go about choosing a project, and being able to choose which seminars they attend. Prospective students are advised to schedule their time effectively in order to successfully complete their project.

**EN.510.442.01**

**Nanomaterials Lab**

**Patricia McGuiggan**

Overall quality of the class: 4.33

This class had 5 or fewer comments.

**EN.510.457.01**

**Materials Science of Thin Films**

**Timothy Weihs**

Overall quality of the class: 4.50

This class had 5 or fewer comments.

**EN.510.601.01**

**Structure of Materials**

**Todd Hufnagel**

Overall quality of the class: 4.10

Summary:

The best aspects of this course included the effective lectures, and the helpful problem sets focused on understanding the fundamentals of materials science. Some students felt that the final grade was too dependent on the exams which they found very difficult. Students also felt that the course moved at too fast a pace, and that the material failed to connect its theories with real world examples. Suggestions for improvement included assigning homework that was also graded, and cutting some of the topics that are only briefly covered. Prospective students are advised that the course will require them to study on their own, and that the practice problems and exams are essential to success.

**EN.510.602.01**

**Thermodynamics of Materials**

**Michael Falk**

Overall quality of the class: 4.38

Summary:

The best aspects of this course included its reverse classroom style of learning in which lectures were viewed at home via video postings, and in-class time was spent working on exercises. Some students felt that the workload was overly heavy, and found Perusall to be unnecessary. Suggestions for improvement included dropping the annotation assignments, and reducing the amount of material done outside of class. Prospective students are advised that this course includes a lot of group-based in-class work, and that they should be sure to study hard for the midterm.

**EN.510.621.01**

**Biomolecular Materials I – Soluble Proteins and Amphiphiles**

**Kalina Hristova**

Overall quality of the class: 4.67

This class had 5 or fewer comments.

**EN.510.633.01**

**Computational Materials Design**

**Timothy Mueller**

Overall quality of the class: 4.31

This class had 5 or fewer comments.

**EN.510.657.01**

**Materials Science of Thin Films**

**Timothy Weihs**

Overall quality of the class: 4.65

Summary:

The best aspects of this course included the wealth of in-depth material, and the in-lab project which helped to contextualize the content covered. Some students felt that the feedback on the homework assignments was lacking and not returned to them in a timely manner. Suggestions for improvement included adding a set schedule that is adhered to so they don't fall behind, and better organizing the in-class experiments. Prospective students are advised to have a background in general mechanics, and know that the course is recommended to both undergraduate as well as graduate students.

**PROFESSIONAL COMMUNICATION DEPARTMENT**

**EN.661.380.01**

**Business Analytics**

**Adam Treiser**

Overall quality of the class: 4.07

Summary:

The best aspects of this course included the relevant, application-based subject matter, learning Excel, and thought-provoking lectures. Some students felt that the instructions for assignments were often unclear, and that the course itself could be better structured especially in terms of time distribution. Suggestions for improvement included adding a clearer grading rubric, especially for the team projects. Prospective students are advised that having experience with Excel is helpful, and that the material presented is very relevant to students of data analytics and marketing.

**EN.661.361.01**

**Corporate Communications & P.R.**

**Pamela Sheff**

Overall quality of the class: 3.84

Summary:

The best aspects of this course included the engaging in-class discussion, knowledgeable guest speakers, and the opportunity to gain real-world experience working with a client. Some students felt that the course suffered from a lack of structure and didn't follow the syllabus closely enough. Suggestions for improvement included clearer expectations and a more specific grading rubric for the assignments. Students also would have liked to have more guidance on their final project. Prospective students are advised that this is a good course to take if they want to gain consulting experience.

**EN.661.315.02**

**Culture of the Engineering Profession**

**Eric Rice**

Overall quality of the class: 3.65

Summary:

The best aspects of this course included relevant class discussions on current events, and the opportunity to practice formatting and writing engineering documents. Some students felt that the class was somewhat disorganized, and didn't follow the syllabus closely enough. A few students also felt that the due dates for assignments were sometimes too close together, and that directions for assignments were sometimes not clearly explained. Suggestions for improvement included having clearer guidelines for the assignments, and a more organized class structure. Prospective students are advised that this course is a great place to work on their writing skills, and to be prepared for the workload to change drastically from week to week.

**EN.661.315.01**

**Culture of the Engineering Profession**

**Robert Graham**

Overall quality of the class: 3.56

Summary:

The best aspects of this course included the group projects which provided valuable teamwork experience, and the immediacy of the feedback given on students' communication skills. Some students felt that the class' meeting time was too early in the morning, and that the grading was overly harsh. Suggestions for improvement included doing more technical writing, and creating a detailed schedule of assignments. Prospective students are advised to actively participate in class or risk not taking away very much, and to not be shy about meeting with the teacher if they have questions.

**EN.661.317.01**

**Culture of the Medical Profession**

**Jenny Bernstein**

Overall quality of the class: 4.94

Summary:

The best aspects of this course included the intellectually stimulating class discussions, engaging lectures, and a sincere, engaging instructor. There was very little consensus in criticism of the class however it was mentioned that the workload was overwhelming sometimes, and that the lectures sometimes felt long. Suggestions for improvement included giving students more guidance on the final culture project. Prospective students are advised that this is a writing intensive course, and that no previous background in the subject matter is necessary.

**EN.661.250.06-07**

**Oral Presentations**

**Andrew Kulanko**

Overall quality of the class:

Summary:

The best aspects of this course included its well-organized structure, opportunities to review one's own presentations via Panapto recordings, and the instructor's helpful feedback. Some students felt that the pace of the class was too slow, and that they would have liked an opportunity to redo an earlier speech at the end of the year. Suggestions for improvement included breaking it into two sessions per week instead of one, and forgoing the smaller assignments in favor of an additional presentation. Prospective students are advised that they will take away from the course a very applicable and useful skill.

**EN.661.250.04**

**Oral Presentations**

**Jason Heiserman**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included the variety of presentation styles covered, and the opportunity for students to become more confident in their public speaking abilities. Some students felt that having to do a presentation a week was somewhat overwhelming, and that the course load was overly heavy. Suggestions for improvement included giving more constructive and more timely feedback, and to condense assignments or not cover as many types of presentations. Prospective students are advised that they will need to dedicate a lot of time outside of class to work on their presentations, and that it is recommended to anyone who want to improve their presentation skills.

**EN.661.250.03**

**Oral Presentations**

**Laura Davis**

Overall quality of the class: 4.75

Summary:

The best aspects of this course included a positive classroom atmosphere that made giving the presentations easier, and constructive feedback given by a personable instructor. Some students felt that having a presentation a week could sometimes be overwhelming, and that the class sessions were very long. Suggestions for improvement included giving more opportunities to speak about things personal to them, and receiving feedback from peers. Prospective students are advised that preparing presentations can take a bit of time but that the work is ultimately rewarding.

**EN.661.250.01-02**

**Oral Presentations**

**Kevin Dungey**

Overall quality of the class:

Summary:

The best aspects of this course included helpful feedback from an engaging instructor, and the opportunity to learn a skill that will be beneficial to students throughout their lives. Some students felt

that the grading seemed arbitrary and overly harsh. Suggestions for improvement included allowing more time for the instructor to lecture. Prospective students should expect to give a presentation a week. This course is recommended to anyone who struggles with public speaking.

**EN.661.251.01**

**Oral Presentations for International Students**

**Laura Davis**

Overall quality of the class: 4.71

This class had 5 or fewer comments.

**EN.661.110.09**

**Professional Writing and Communication**

**Daniel Saalfeld**

Overall quality of the class: 3.93

Summary:

The best aspects of this course included the useful skills covered such as writing cover letters and resumes, and the feedback students were provided from both the instructor and their peers. Some students felt that the textbook was dry and not very helpful, and that the class lacked interactivity. Suggestions for improvement included adding more in-class activities such as mock interviews, and replacing the textbook. Prospective students are advised that the resources they will take away from the course are invaluable, even if class is sometimes tedious.

**EN.661.110.07-08**

**Professional Writing and Communication**

**Caroline Wilkins**

Overall quality of the class:

Summary:

The best aspects of this course included its engaging professor, a comfortable classroom atmosphere, and helpful feedback on the student's work. Some students felt that feedback was not returned to them in a timely enough manner. Suggestions for improvement included handing back grading assignments faster, and posting a schedule of assignments and prompts at the beginning of the semester. Prospective students are advised that the class is a lot of work but it improves both their professional and general writing abilities.

**EN.661.110.01; .05**

**Professional Writing and Communication**

**Seth LeJacq**

Overall quality of the class:

Summary:

The best aspects of this course included the useful feedback on student's writing from both their peers and an enthusiastic instructor, and the opportunity to gain useful writing experience. Some students felt that the grading rubric was unclear, and that some of the readings seemed out-of-date. Suggestions for improvement included a wider variety of readings and writing projects. Prospective students are advised that the class requires a significant amount of writing but will ultimately help them improve their ability to communicate with others in a professional manner.

**EN.661.110.03**

**Professional Writing and Communication**

**Trevor Mackesey**

Overall quality of the class: 4.56

Summary:

The best aspects of this course included its useful subject matter, approachable professor who created a comfortable classroom atmosphere, and the opportunity for students to work on their resumes. Some students felt that there were too many major assignments, and that the material sometimes felt mundane or redundant. Suggestions for improvement included spacing out the assignments more evenly across the semester, and reducing the amount of readings assigned. Prospective students are advised that the workload increases as the semester goes on, and that they will benefit not only from taking the class but being engaged and participating in it.

**EN.661.110.04**

**Professional Writing and Communication**

**Robert Graham**

Overall quality of the class: 4.44

Summary:

The best aspects of this course included an engaging instructor that provided useful feedback, and the small class size. Some students felt that feedback could be unclear, especially on the written work, and that some lectures moved at too slow a pace. Suggestions for improvement included adding more opportunities for in-class peer editing. Prospective students are advised that this is not an easy class and that they should be prepared to accept some constructive criticism on their presentation skills.

**EN.661.110.02**

**Professional Writing and Communication**

**Charlotte O'Donnell**

Overall quality of the course: 4.12

Summary:

The best aspects of this course included engaging class discussions and exercises, and the opportunity to learn skills that will benefit students in their professional careers. Some students felt that the course description misrepresented its content. The material wasn't as geared toward general professional communication skills and instead focused too much on social entrepreneurship. A few students also felt that the workload was overly heavy at times. Suggestions for improvement included focusing more on the general skills useful for applying to jobs, and a clearer grading rubric. Prospective students are advised that the class has a heavy but manageable workload.

**EN.661.110.07**

**Professional Writing and Communication**

**Caroline Wilkins**

Overall quality of the class: 4.54

Summary:

The best aspects of this course included its focus on valuable real-world skills, and useful feedback from an engaging professor that students felt helped to improve their writing. Some students felt that grading was slow and at times seemed overly harsh. Suggestions for improvement included having more guidance on the proposal paper such as covering research methods that would benefit the project beforehand. Prospective students are advised that there is a graded assignment each week and that it may be more work than anticipated.

**EN.661.111.01**

**Professional Writing and Communication for International Students**

**Shelley Etzine**

Overall quality of the class: 3.88

Summary:

The best aspects of this course included the interesting and applicable topics covered, and an engaging final project. Some students felt that the course lacked organization mainly due to an unclear syllabus. A few students also felt that the workload was overly heavy at times. Suggestions for improvement included giving more regular feedback, and following the syllabus more closely. Prospective students are advised that the course has a heavy workload, but that the effort it demands pays off.

**EN.661.613.01**

**Professional Writing and Communication for International Students: Financial Math**

**Denise Link-Farajali**

Overall quality of the class: 4.29

This class had 5 or fewer comments.

**EN.661.355.01**

**Special Topics in Professional Writing: Blogging about Food and Culture**  
**Sarah Smith**

Overall quality of the class: 4.67

Summary:

The best aspects of this course included the instructor's constructive criticism on the students' writing, and the opportunity to workshop their stories with their peers. Some students felt that there wasn't enough time to cover everyone's stories during workshop, and that the format became repetitive. A few students also felt that they did not receive enough direct feedback from the instructor. Suggestions for improvement included limiting the class size or spending less time workshopping each piece. Prospective students are advised that a background in journalism isn't necessary but that they should definitely have an interest in thinking and talking about food.

**EN.661.370.01**  
**Visual Rhetoric**  
**Charlotte O'Donnell**

Overall quality of the class: 4.50

Summary:

The best aspects of this course included the opportunities to exercise creative problem solving capabilities, helpful feedback, and its accessibility to students with little graphic design experience. Some students felt that the lectures were sometimes overlong, and that learning programs from tutorials on their own was overwhelming. Suggestions for improvement included spending more time on design programs in class, and having more time to complete their assignments. Prospective students are advised to having experience working with Adobe programs.

**EN.661.301.01**  
**Writing for the Law**  
**Mark Franceschini**

Overall quality of the class: 4.55

Summary:

The best aspects of this course included the interesting class discussions facilitated by engaging instructors, and the group projects that students felt were a helpful introduction to legal writing. Some students felt that the requirements for assignments were not always clear, and that the time of day that classes were scheduled for was inconvenient. Suggestions for improvement included having a clearer grading rubric for the assignments, and a more rigid class structure overall. Prospective students should be prepared to work as a part of a group. This class is recommended to anyone with an interest in law.

