

Fall 2020		POLSCI 275.01 (20350)		Trinity College	Social Sciences
		N	Mean		
Overall rating	The course has clearly defined student learning objectives.	8	4.25	4.32	4.32
	The course had clear expectations for assignments and other work.	8	4.13	4.26	4.22
	Overall the course was:	8	4.63	4.09	4.22
	Overall, instructor 1 was:	8	4.63	4.34	4.48
	Overall, instructor 2 was:	0		4.32	4.47
	Overall, instructor 3 was:	0		4.25	4.45
Trinity College learning objectives	This course helped me gain factual knowledge.	8	4.75	4.38	4.41
	This course helped me understand fundamental concepts and principles.	8	4.75	4.43	4.48
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situati..	8	4.75	4.34	4.44
	This course helped me learn to analyze ideas, arguments, and points of view.	8	4.63	4.06	4.36
	This course helped me learn to synthesize and integrate knowledge.	8	4.63	4.24	4.37
	This course helped me learn to conduct inquiry through methods of the field.	6	4.33	4.05	4.16
	This course helped me learn to evaluate the merits of ideas and competing claims.	8	4.75	4.00	4.29
	This course helped me to effectively communicate ideas orally.	7	3.57	3.86	3.99
	This course helped me to effectively communicate ideas in writing.	8	4.75	4.06	4.27
Course dynamics	The course had a welcoming and inclusive classroom environment.	8	4.25	4.36	4.50
	Please characterize the difficulty of the subject matter:	8	3.63	3.29	3.16
	How much did you learn from this course?	8	4.63	4.06	4.14
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	8	5.00	4.86	4.23
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	8	7.88	8.21	8.53

First, choose course:

- POLSCI 275.01 (20350)
 POLSCI 275S.01 (19214)

To compare means for the subject and division:

Choose division:

Social Sciences

Choose subject:

None

Subject and catalog	POLSCI 275.01 (20350)
Course title	LEFT, RIGHT, AND CENTER
Combined enrollment (all crosslists)	56
N submissions	8
Return rate (as %)	14.285714286
Instructor 1	Hawley,Michael C
Instructor 2	
Instructor 3	

The report allows you to compare results from a single course against those of the College overall, the appropriate academic division, and the subject of the course. To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

To view the response codes for each question: <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to **Download**. Select **PDF**, then the options *Landscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide: <https://assessment.trinity.duke.edu/tableau-user-guide>

View Data

- Summary

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[Download all rows as a text file](#)

Summary						
What would you like to say about this course to a student who is considering taking it in the future?	Space Holder	AVG(How much did you learn from this course?)	AVG(Overall the course was:)	AVG(Overall, instructor 1 was:)	AVG(Please characterize the difficulty of the subject matter:)	AVG(The course has clearly defined student learning objectives.)
Great introductory course in political philosophy. Even if you are taking it for the requirement there is something to be learned. The class discussions are rich and the professor is very good at explaining the dense writings. The structure is nice with 4 short essays, which prevents one poor assignment from ruining the final grade.		5.00	5.00	5.00	3.00	5.00
I found Hawley to be an incredibly knowledgeable and interesting professor. He truly has a talent for breaking down esoteric texts and effectively communicating ideas to students. Even for the readings/authors that I've encountered in the past, I feel that I've gained a much deeper understanding as a result of Hawley's instruction. Grading criteria is clearly defined, and papers are returned with constructive feedback. I took this course for the Poly Sci major requirement, and I highly recommend it for students trying to decide between 175 and 275.		5.00	5.00	5.00	3.00	5.00
If you participate in class you will really enjoy it.		3.00	4.00	4.00	3.00	4.00
Phenomenal class, loved the readings we did, Professor Hawley does a really great job explaining the text and encouraging class discussion, even if more than half the class is asynchronous.		5.00	5.00	5.00	4.00	5.00

What would you like to say about this course to a student who is considering taking it in the future?	Space Holder	AVG(How much did you learn from this course?)	AVG(Overall the course was:)	AVG(Overall, instructor 1 was:)	AVG(Please characterize the difficulty of the subject matter:)	AVG(The course has clearly defined student learning objectives.)
<p>The authors and writings covered in the class are very interesting and are quite fundamental to political science and theory. So, I recommend taking the time to read them - outside of being able to participate given your understanding of the text. The professor gives you plenty of time and opportunities to get help for the essays, so I would definitely take advantage of that. Ultimately, this is great foundational course when you are able to read and wrestle with important and influential tasks.</p>		5.00	5.00	5.00	3.00	4.00
<p>This course teaches you a lot, but it can be challenging to grasp the concepts.</p>		4.00	4.00	4.00	4.00	1.00

What would you like to say about this course to a student who is considering taking it in the future?	Space Holder	AVG(How much did you learn from this course?)	AVG(Overall the course was:)	AVG(Overall, instructor 1 was:)	AVG(Please characterize the difficulty of the subject matter:)	AVG(The course has clearly defined student learning objectives.)
<p>This is a brilliant course taught by a brilliant teacher. Dr. Hawley is an engaging, funny, and extremely bright instructor, and I would recommend him for any course and for any student. He is lovely, and he is very approachable! — in this terrible year for learning and living, office hours were a highlight of my week. Besides the great instructor, the material helps make the class. Burke is fun, Tocqueville is genius, Mill is easy, Marx is challenging, and Nietzsche is absolutely infuriating. Talking these philosophers is tough work! And so is writing the papers. But it is rewarding. This class has made me a stronger student, and my future scholarship will benefit if I carry this class further. Lastly, I wish I had taken this class earlier, because I learned that I have a great deal of fun and struggle and tension dealing with political philosophy. Of all the courses I have taken at Duke in my six semesters here, I think this should be part of a Duke core curriculum. I have earned new methods of analysis and of thinking about my classes and the world. I am smarter for it, and I am extremely grateful for this course. And again: great instructor.</p>		5.00	5.00	5.00	4.00	5.00

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[Download all rows as a text file](#)

View Data

- Summary

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[Download all rows as a text file](#)

Summary						
Would you like to provide any other comments about this course?	Space Holder	AVG(How much did you learn from this course?)	AVG(Overall the course was:)	AVG(Overall, instructor 1 was:)	AVG(Please characterize the difficulty of the subject matter:)	AVG(The course has clearly defined student learning objectives.)
A secondary instructor graded half the papers. I think it would be useful to briefly introduce him to the class on the first day -- just so we can put a face to a name.		5.00	5.00	5.00	4.00	5.00
I enjoyed when we were encouraged to all participate and challenge views mentioned in the readings. This was done really well in the 2nd half of the semester.		3.00	4.00	4.00	3.00	4.00
I think professor Hawley did a great job at explaining the concepts in terms that the students would understand. Likewise, I like that we had to sign off on the comments on our essays before getting our grade because it allowed me to critically read the feedback I got from my professor.		5.00	5.00	5.00	5.00	5.00
Professor Hawley was a fantastic professor. He was really engaging, and even though a screen, was able to create a welcoming environment for students to participate in class. He explains concepts well and takes the time to make sure students understand the readings/writings.		5.00	5.00	5.00	3.00	4.00
Wish I was in person. Deeply thought provoking content, awesome professor, and structure of the course made it very enjoyable. Maybe could consider subtracting one essay and adding another type of graded group activity like presentations to build engagement amongst online students. Online course was set up great considering the circumstances.		5.00	5.00	5.00	3.00	5.00

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Project Title: **2018-2019 (Spring 2019) Bowdoin Course Questionnaires**

Courses Audience: **33**
Responses Received: **28**
Response Ratio: **84.85%**

Subject Details

DEPARTMENT

Government and Legal Studies

SECTION

Report Comments

This report contains both numeric analysis and content of comments of the course questionnaires from Fall 2018 for the course identified above. As you review these results, I encourage you to keep in mind the following:

- Bowdoin Course Questionnaires are intended to provide you with useful feedback on your courses and to help you approach improvements or refinements in future courses. While student responses on these questionnaires can sometimes seem contradictory or different from your own experience of the course, I urge you to remain open to the issues and insights they might offer as you reflect on your own teaching.
- Your department chair/program director will also receive access to your reports and is encouraged to follow up with you to offer support and guidance in interpreting these results.
- You should keep your reports in your files. For tenure-line faculty and continuing lecturers, course questionnaires are an important part of the evaluative process and will be included as part of the reappointment and promotion reviews, as well as any subsequent reviews. For visiting and adjunct faculty, these may be important to your candidacy for future positions.
- With regard to course questionnaires, you may want to review Section V.L. (Procedures for Administration and Use of the Course Questionnaires) and Section IV (Policies and Procedures Governing Appointment, Reappointment, Promotion, Tenure, and Faculty Evaluation) of The Faculty Handbook.
- I am available to any faculty member for consultation and advice, as is associate dean Rachel Beane (rbeane@bowdoin.edu). Please feel free to reach out to either of us if you would like to discuss your reports.

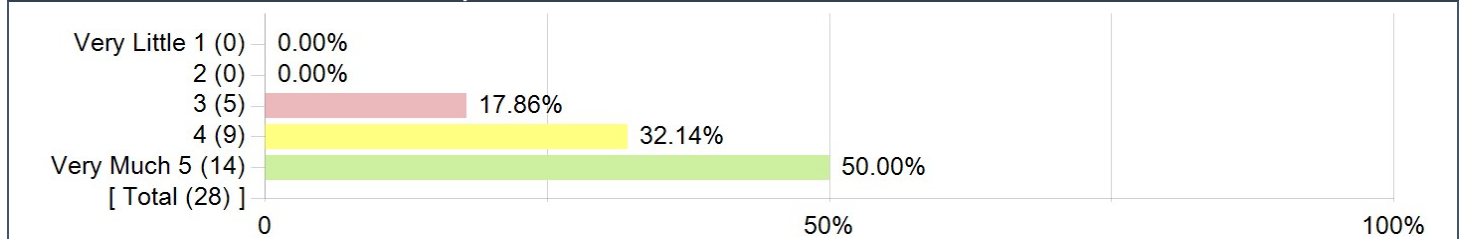
Elizabeth McCormack
Dean for Academic Affairs

Creation Date: **Monday, May 13, 2019**

Frequency Analysis

How much did this course contribute to your education?

1. How much did this course contribute to your education?

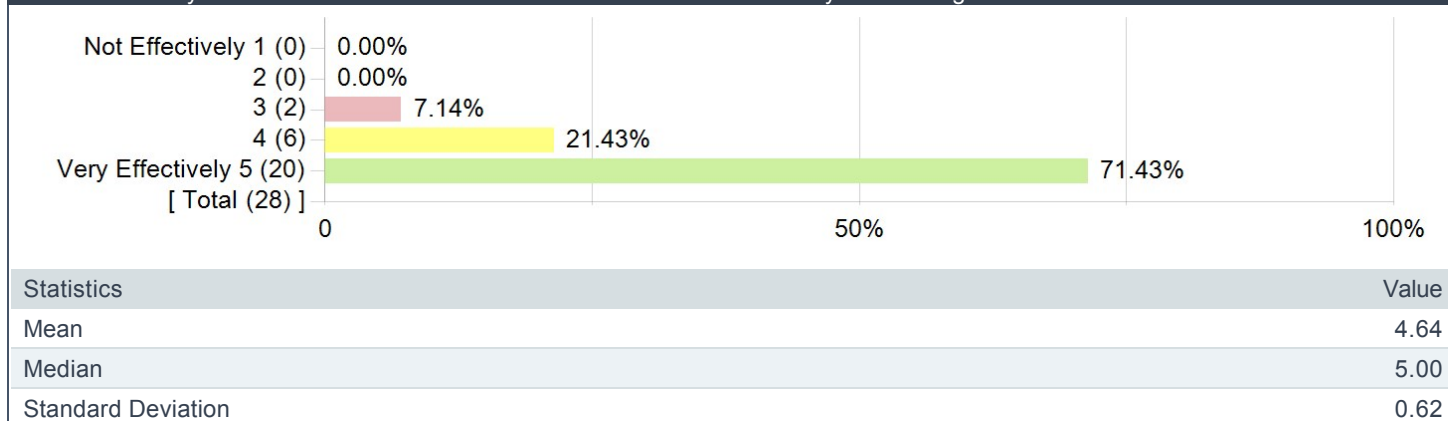


Statistics	Value
Mean	4.32
Median	4.50
Standard Deviation	0.77

Comment
- This is among one of my favorite courses here at Bowdoin. It really made me think about the way in which our government works and even allowed me to connect politics today to the way in which the government was intended to work.
- This course fed my curiosity in ways I can't begin to describe. It made me feel eager to learn everyday. It challenged me to think in ways I had never considered, and demanded recollections of my greatest thoughts in the past.
- I already had read a lot of material from this course so it wasn't super challenging but I overall enjoyed the course.
- It was a good course but struggled with material choice at times
- The material was broad and overall interesting. Prof. Hawley is incredibly adept at running a class.
- I thought it was very worthy to learn about this material; very foundational theory. Definitely made me think about my own political positions.
- I think this course taught me a lot about American politics through a historical and contemporary lens.
- This was my first political theory class, and I liked how the class was able to meet students where they were at with various levels of political theory experience. I wish there had been more focus on foreign policy
- I could not have anticipated how much I would enjoy taking a theory class with Professor Hawley. Studying thinkers from America's founding has given me a new perspective to view so many of today's problems
- This course is one of my favorite government classes I've taken yet at Bowdoin. I learned an incredible amount about American history and politics, which I believe is incredibly important as an American government & legal studies major. I was challenged in new ways as political theory is very different from say comparative politics, which is my concentration, and I was definitely exposed to new ideas. If anything, I wish I had taken this course sooner!
- I was dreading taking this class as the gov theory requirement, but it was good considering. Compared to many other theory classes, it was remotely useful to the rest of my studies. And I'm sure as desired by the department, it made me more conservative somewhat.
- This was one of the best classes I have ever taken at Bowdoin and one of the classes where I learned the most. I was challenged greatly as I learned how to think differently about different ideas and help strengthen my ability to form ideas and arguments.
- This course was a much-needed addition to my study of American Politics at Bowdoin. It was challenging and fun, and I am glad that I had the opportunity to take it.

How effectively did the instructor make use of class sessions to advance your learning?

1. How effectively did the instructor make use of class sessions to advance your learning?

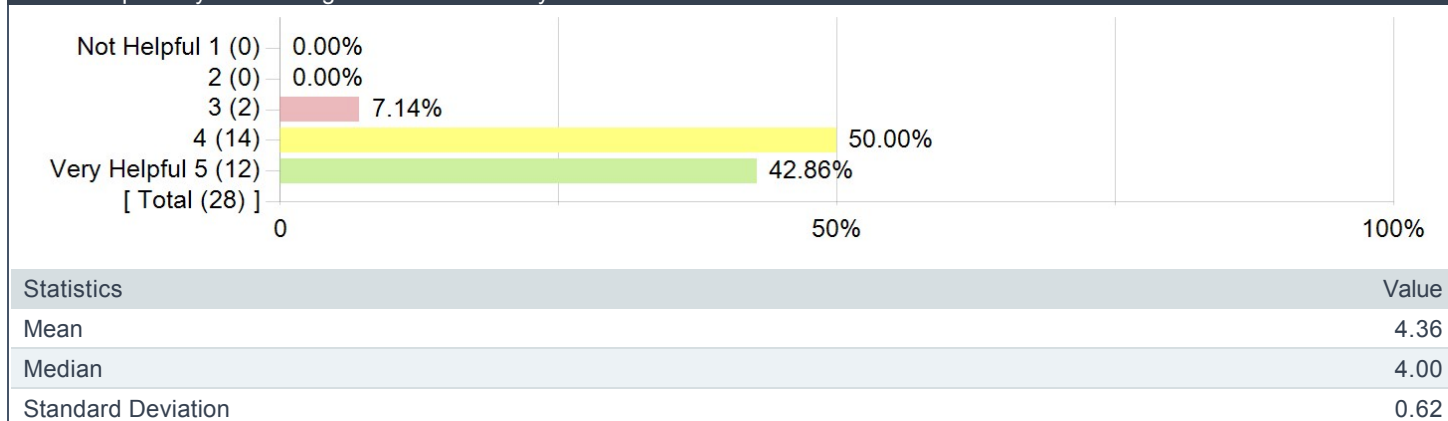


Comment

- He is a very good professor. I think that at times his political bias comes out, and although I do not always see this as something wrong, I think that he could try to keep this a bit more veiled from students.
- He provided extensive context regarding each subject in the first few minutes of class, and spent the remainder of the period guiding the class, lecturing in tandem with asking questions that prompted students to draw conclusions on their own.
- Lectures were informative but boring at times
- Usually had too much material to cover and thus diluted class time sometimes
- Expert at coordinating his lecture and student commentary.
- Always had a clear plan for where we would get in each class and executed it very well considering how much student participation is involved
- Terrific lectures. Interactive and provided a lot of clarification about sometimes difficult readings.
- Great combo of discussion and lecture. Professor's interest in the material was very apparent and it made me even more interested in the course
- Good, but I would say overly ambitious. If there was less reading, we could have a more discussion-based class. There wouldn't be as much to cover (and it's more likely that everyone will have done the reading and contribute)
- He would lecture and allow for student participation and prompt questions that would promote thoughtful and analytical responses.
- He always came in with a plan and utilized all readings for class.
- We always get through a lot of in class and still manage to consistently incorporate student voices
- He uses every class to systematically break down and analyze all readings and to ensure everyone understands the key points.
- I liked the lecture style of the courses and found that it was a very effective way to go over the material we read beforehand. It made it easier to fully understand and learn the material.
- Lectures were engaging and integrated discussion well.
- Professor Hawley went over the material in great depth and did not waste anytime. Furthermore, he offered moments for the students to give their own opinions which was a great use of class time and something I thought contributed greatly to the class.
- Professor Hawley is a very effective lecturer and manages to make some very dense material seem interesting and relevant. Class time was always something I looked forward to for this reason. Professor Hawley was also great at getting members of the class to participate, which made for lively class discussions.
- Every class was a lecture with some discussion.

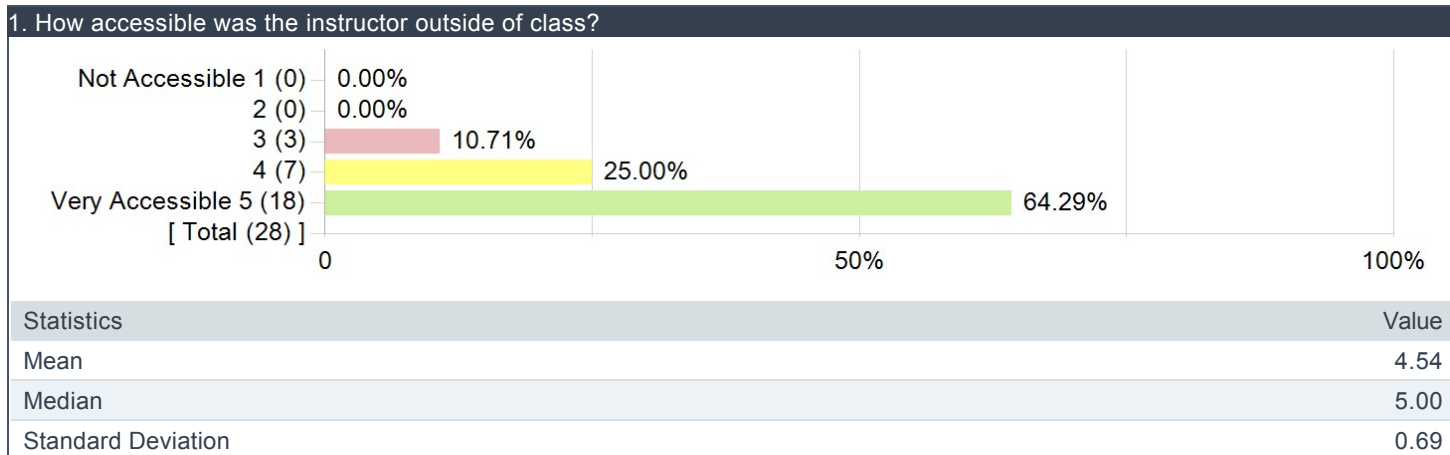
How helpful to your learning was the feedback you received in the course?

1. How helpful to your learning was the feedback you received in the course?



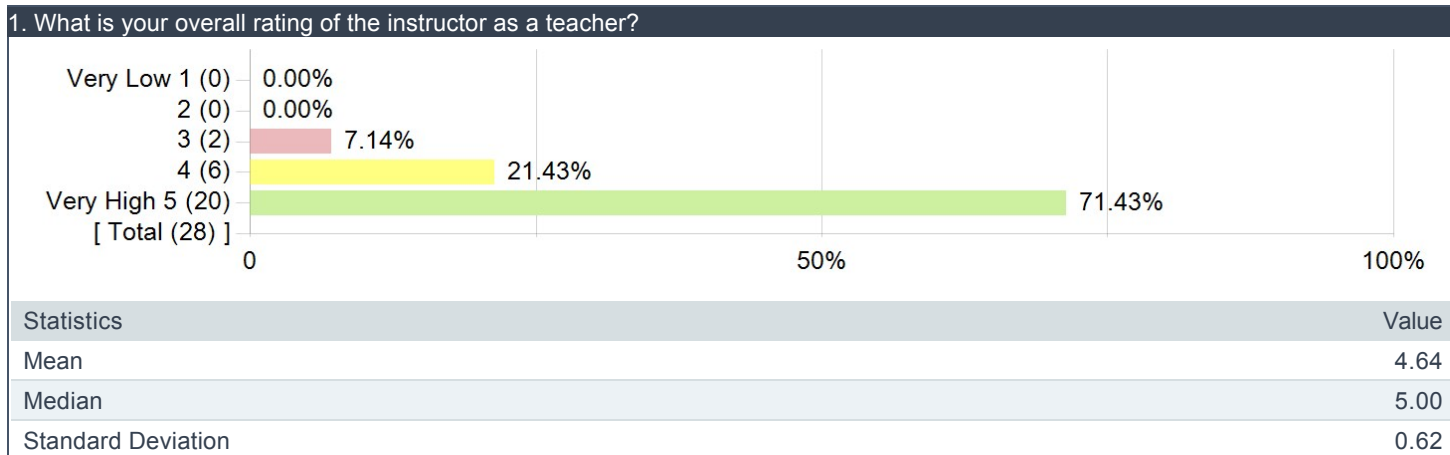
Comment
- Feedback was okay. Mostly consisted of comments on essays. That being said, I could have asked for more feedback and I am sure that the would have taken more time to explain.
- Whenever I or any other student answered a question in a way that was mostly correct, Professor Hawley would acknowledge what was right, then explain in detail precisely what was wrong. It what was extremely helpful. I wish it was more common of professors.
- I receive better constructive criticism on essays from Hawley than I do from ANY OTHER PROFESSOR. Super thorough, super well explained, and committed to improving your writing.
- essay comments were very helpful and contributed to improving my writing and analysis ability
- Professor Hawley's paper comments were very helpful and helped me further my writing development.
- There was always great feedback provided on exams and in-class discussion.
- Professors comments on essays were very thoughtful
- He gave us some papers to write and a forum for discussion responses to the readings. There could be more group-work and collaboration among students to better understand the material in class time.
- He graded my paper thoroughly and helped me improve my ability to write a more persuasive argument instead of just looking at how correct my answer was.
- Professor Hawley is very accessible during office hours and totally willing to meet with you. He won't spoon-feed you answers but visiting him in office hours is very beneficial.
- Professor Hawley's method of providing feedback before your grade has helped me to focus on taking his feedback into account for future assignments
- The feedback I received was always helpful, although I wish there had been a larger variety in the type of assignments. I had a tough time writing the papers as they were so dissimilar to anything I had done before, and I feel like my grade in the class may have suffered as a result.
- Professor Hawley gave thoughtful feedback on essays and was responsive during office hours to questions and advice.
- Professor was extremely helpful in giving feedback on papers as he would send each individual students corrections, advice, and tips on how to improve our writing and overall essays. This helped my writing ability and conceptual thinking as it challenged me to see areas in which I could improve.
- Professor Hawley provides prompt and constructive advice for our papers, and he was available during office hours to get more feedback.
- It was very helpful. After every paper, he gave feedback throughout the paper and an overall feedback at the end. I used it to do better on the next papers.

How accessible was the instructor outside of class?



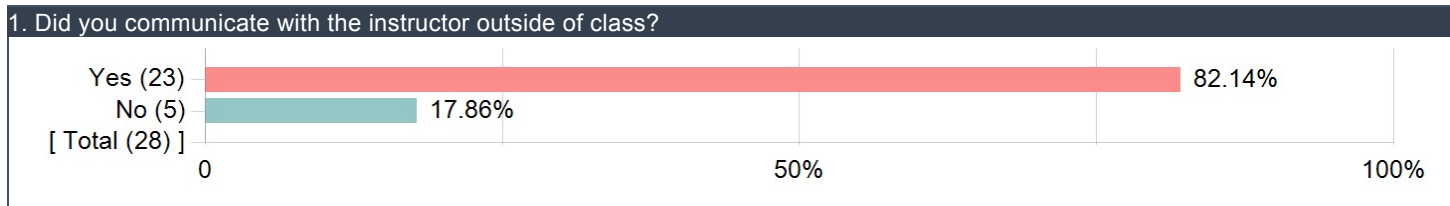
Comment
- Office hours and email. Never met with him.
- Clear office hours, responds to email, always willing to talk— even while walking after class.
- Always responded to my emails same day
- He replies to emails very efficiently and always has helpful things to say.
- Always available to students.
- Professor answered my specific questions via email and made an appointment outside of office hours to meet with me
- He was very responsive to my emails and was helpful during office hours.
- He replied to emails promptly and made additional time for me when I was unable to make it office hours.
- He always has office hours and is willing to meet after that time if students are running late
- Consistent office hours, email replies, and appointments when necessary.
- Professor Hawley was very responsive to emails and during office hours. Whenever I had questions or needed help he was always willing to help in office hours, in class, and over email.
- Professor Hawley is very accessible outside of class and holds office hours at convenient times during the week. He is also willing to meet outside of office hours if students have conflicts and really encourages us to come by to meet with him. He also answers emails very quickly.
- He was accessible in his office hours; I just had classes during those times, but I don't doubt if I needed to speak with him, he'd make time.

What is your overall rating of the instructor as a teacher?

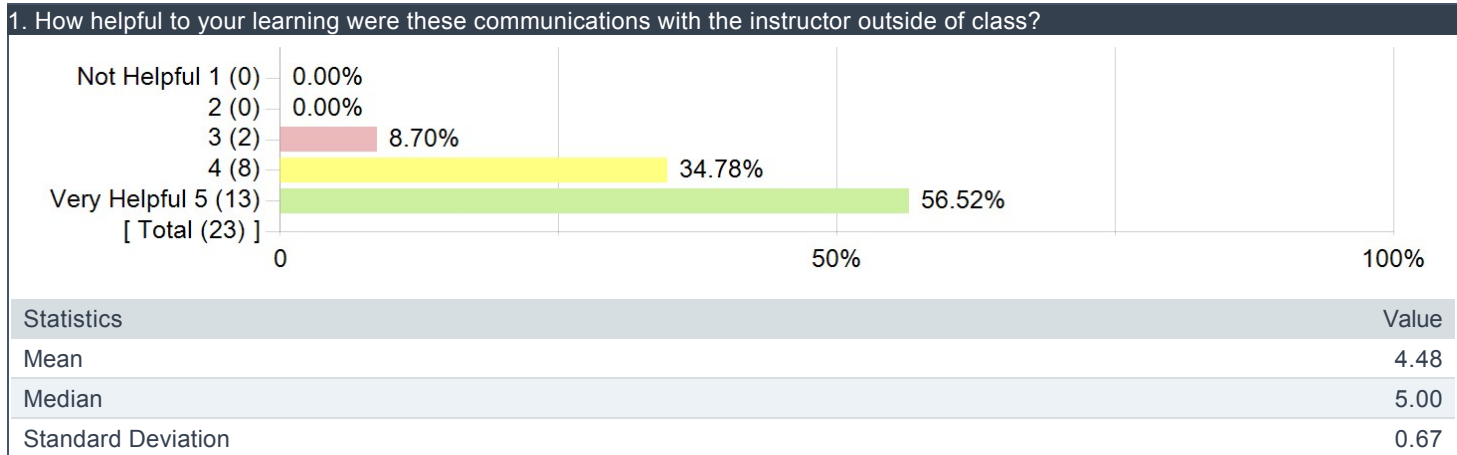


- Comment
- He is a very good professor overall. I really enjoyed his selection of reading and informal way in which he presented these.
 - Qualified, knowledgeable, a gifted orator, a natural educator— he is brilliant.
 - Lectures can be dry at times but they are packed full of information, quotes, etc. and all of the information links up. I rate him based on both class lectures and time spent in Office Hours.
 - I love his style of interweaving lecture and student comments, but his biases, while initially well hidden, became clearer as the course progressed through more contemporary thinkers. I did not take issue with this, and he never once promoted one particular ideology, but I wish that his objections to those theories to which he did not agree could have been stronger, as well as those with which he did not agree.
 - I enjoyed the manner in which he both lectured and furthered class discussion.
 - One of the best lecturers in terms of guiding conversation while also letting student's voices be heard. Maybe the best professor I've had at Bowdoin.
 - Professor Hawley is the rare type of professor that both excites his students to learn and provides a rigorous class and schedule. He has been an absolute wonder to learn from.
 - Professor Hawley is most definitely a rising star at Bowdoin, all of his student were very fond of him and I will definitely look to take more classes of his in the future
 - He was a good lecturer and helped with my writing skills.
 - He really knows the content, and was able to teach it in a lively and engaging manner.
 - Amazing. I can tell he loves what he teaches and I have learned a lot
 - He is one of the best professors I have ever had as he cared about each individual's grasp of the material, overall class experience, and I learned more in his class than most of my other classes.
 - Professor Hawley is really one of the best professors I've had at Bowdoin. If there's any way you all can keep him around for more time, that would be so great for future Bowdoin government students. I was initially terrified of taking theory classes, and Professor Hawley made my theory classes some of my favorites at Bowdoin. So please keep him around!
 - He's very intellectually knowledgeable in the subject he's teaching and very passionate when lecturing about it. He's also always positive and helpful when you need him.

Did you communicate with the instructor outside of class?



How helpful to your learning were these communications with the instructor outside of class?



Comment
- Pointed me in the right direction consistently.
- Office hours with Prof. Hawley are always extremely helpful. He is informative and guides you through your ideas instead of telling you the answers.
- Went to office hours for each paper. Very helpful, didn't give answers by any means. But, helped clarify my ideas and put me on the right direction.
- Always prompt and useful.
- Via email and OH Professor was willing to help in any way that was needed
- I'm used to a little bit more direction when talking about paper outlines...not sure if that's a good thing or a bad thing?
- He was helpful in office hours, but sometimes I think he could give more specific feedback to my detailed questions.
- He helped me work through questions on my essays
- My meetings with Professor Hawley were mainly about essays, although he even helped me in my search for an internship.
- I email with any questions I have and he is always quick to reply
- It was fairly helpful, although I wish I could've had more direction on my paper.
- Prof. Hawley provided mostly useful help during office hours.
- I saw Professor Hawley in office hours multiple times and he was extremely helpful, caring for my learning experience, and helpful in giving great advice on areas I could improve.
- Professor Hawley is very helpful during office hours and is happy to talk through our paper arguments with us or just to talk about the course material in general. This really helped us gain a better understanding of course material and sharpen our skills of argumentation.
- I went to one office hours for a paper and wasn't the most prepared, but he tried helping me as much as he could by poking at my own ideas to get me thinking. He's very friendly and approachable.

What did you like best about the course? What suggestions would you offer?

Comments
We read a lot and discussed a lot of the reading in class. This was very fun and allowed us to understand things that we did not on our first read. Also, by listening to the opinions of others, we were able to view things from different perspectives.
I wish more time was spent on the later texts (Lincoln onward), that being said – I loved those readings
I loved the structure of the course. The daily routine: context, subject, questions, conclusions. I liked the paper assignments. I recommend not changing anything.
The course materials were well selected and Hawley does a good job of connecting them to one another throughout the course (especially linking Publius to all following thinkers). The pace of the course was fine except for way too much time spent with Tocqueville.
The course was structured well overall and had a wide range of readings representing a variety of opinions. Professor Hawley did a very good job of utilizing all of the documents to prove a point. The essays were at times frustrating in terms of prompts and also a final paper would be more beneficial than a final.
I enjoyed the class overall. Here are my suggestions: I had hoped that we would have more explicit discussion about the merits of the ideas themselves. It seemed that one had to pose each disagreement with a particular thinker as a series of expository questions. I got bored during Tocqueville a bit. I think less Toq and less Publius would be wise. Progressivism and modern conservatism are much more fun, and highly relevant from a theoretical perspective. Too much slippery slope-ism in regards to the progressives!
I would have preferred a more varied array of paper topics throughout this course to be able to explore a larger set of ideas.... specifically I would have loved to not discuss the federalist papers again in the second paper.
Good diversity of readings and viewpoints, clearly organized and well-paced.
I thought the organization and pace of this course was very good. I also liked the structure of having 3 essays and one final.
I thought this was one of the most well structured courses I've had at Bowdoin. There was no BS (for lack of a better term), we did the readings, the lectures were about the readings, and were graded on our ability to understand, explain, and argue about the material from the readings. Material was terrific especially given the difficulty of incorporating the large time period. I took this class because I had to for major requirements and was not particularly excited about it, however, most likely the best government class I've taken at Bowdoin.
Every part of the course was well structured; there are no complaints.
Reading length was perfect, Professor Hawley is one of the few professors that understand that students get more out of shorter readings than they do long. Essay length and frequency were perfect. I did think that Professor Hawley was a little too focused on writing mechanics when grading essays instead of ideas.
I like that the course was discussion based and I also like how he structured how he assigned homework.
I really liked Lincoln and Tocqueville. BUT I feel like some of the Democracy in America selections overlapped a bit. Like I said before, I think it's better to have short readings and do a really deep dive.
I liked the class lectures and discussions, I would recommend more group work in class.
Professor Hawley is a great professor. He is very balanced and open-minded to all views and opinions. He makes class very interesting and knows the material extremely well.
I found that he gave very appropriate amounts of reading, but I didn't like the rush to get through a bunch of smaller aspects of political theory right at the end, because I found them interesting and wish we had more time with them.
This course is fantastic if you actually enjoy political theory. I imagine that someone who is not very passionate about the course material would not find this class very fun, but for me, this class was awesome. Professor Hawley's class consists of about 70% lecture and 30% discussion. The discussions were fantastic for me, especially when people disagreed, but his lectures are also fascinating. Just listening to how Hawley speaks will make you smarter. I HIGHLY recommend this course if you are interested in political theory and want to become a better writer, thinker, and classroom speaker.
Professor Hawley's class has been a highlight of my semester. He has fostered my interest in political theory and his teaching style of incorporating student perspectives in class discussions exposed me to different points of view. One suggestion is I work great with following along as he speaks but some students are more visual learners so a visual component to complement his teaching style would be helpful.
I think the way Professor broke down the assignments and analyzed them was incredibly helpful. Additionally, he managed to not do this entirely in a lecture, but rather engaged the class and allowed for debates when they presented themselves, which not many professors have allowed for in classes like these.
I really loved the selection of course materials! I feel as though I actually understand American political theory, and I entered the class knowing (unfortunately) almost none. I'm glad to have read the Federalist Papers, Tocqueville, and Abraham Lincoln, and I liked that they were the focus of the three essays.

Comments

The forum posts are frustrating. The final exam expectations were not clearly explained; given the nature of the class, I am very nervous about it.

I believe the structure of the class was the best part, as going over readings each class helped in my understanding of the material, especially the more complex

I liked how in depth in material Professor Hawley went into as he made sure the students understood thoroughly the concepts we were going over! His lectures were very engaged with the students as he asked us great questions and offered debate in the class. The class materials and readings were some of the most interesting I have ever read. The pace of the course was perfect as it was not too fast and not too slow.

I really enjoyed this course! My favorite part was the readings that were chosen—I enjoyed being exposed to a diverse range of thinkers and ideologies. My only suggestion for the course would be that the first paper is assigned a little earlier in the semester so that the papers are more evenly spaced out in the semester.

The assignments were very doable. The papers (3) were spread out at a good pace throughout the semester. The readings were, THANKFULLY, not long so it was feasible. The discussion posts (8) were at our own agency and pace throughout the semester, which I appreciated.

Please describe your own level of effort in this course.

Comments
I really tried in this course. A lot of it was time management. Taking time to read and also to take detailed notes in class and outline the main arguments, have really helped me be successful in this course so far.
high
I was captivated from start to finish, and that alone saw to it that I did some of my best thinking of the semester in this course.
I worked hard in this court on essays, however at times I did not commit my full effort to paying attention in class.
high
High by my standards.
I put a lot of effort into the assignments and readings... but occasionally got lost in the lectures.
I made more of an effort to understand the readings than in most classes
Because I am in 2 other seminars I was not able to put all of my effort into this class, but I still did most of the readings and all of the assignments.
High
I tried very hard in the course in order to meet Professor Hawley's high standards.
Fairly high
I gave good effort in the course, I procrastinated on the homework but I come to class everyday and give full effort on the papers.
Medium I guess. I have two other very highly demanding courses this semester, which meant that I couldn't put max effort into this course .
I worked very hard in the course.
High
I did all the readings, but should have done a better job writing my essays before the week they were due.
This course does demand a lot, especially on the essays. However it is very rewarding, and my ability to speak in class and write has improved tremendously since the start of the semester.
I put a lot of effort into consistently coming prepared to participate and meeting with him about my writing assignments
I think I put in a strong level of effort for this class. I did the majority of the readings and put in a lot of work on the papers.
This course required a good amount of effort as most of the grade for each student depended on three essays, which I found very difficult to write. The readings were often dense at time, but they were never too overwhelming and Professor Hawley explained them in class so that we left understanding the main concepts.
Frustrated, lots of reading, somewhat rewarding, well taught given the subject
I do most of the readings for the class. At times I would skip them if I had large amounts of work that week
I gave great effort in this course through writing papers, studying for the final exam, and keeping up with the reading and homework assignments.
I did all of the readings and tried my best to participate constructively in class. I went to office hours before each paper and tried hard on each paper.
I personally am not the most enthusiastic about lecture-based classes, so it was hard for me to stay attentive in every class. However, I did take the assignments seriously and tried to be the most thoughtful with them (discussion posts and papers), and honestly did do most of the readings. I could have done and tried more, but I'm only a college student with three other classes so I did do well in this course.

Project Title: **2018-2019 (Spring 2019) Bowdoin Course Questionnaires**

Courses Audience: **18**
Responses Received: **15**
Response Ratio: **83.33%**

Subject Details

DEPARTMENT

Government and Legal Studies

SECTION

Report Comments

This report contains both numeric analysis and content of comments of the course questionnaires from Fall 2018 for the course identified above. As you review these results, I encourage you to keep in mind the following:

- Bowdoin Course Questionnaires are intended to provide you with useful feedback on your courses and to help you approach improvements or refinements in future courses. While student responses on these questionnaires can sometimes seem contradictory or different from your own experience of the course, I urge you to remain open to the issues and insights they might offer as you reflect on your own teaching.
- Your department chair/program director will also receive access to your reports and is encouraged to follow up with you to offer support and guidance in interpreting these results.
- You should keep your reports in your files. For tenure-line faculty and continuing lecturers, course questionnaires are an important part of the evaluative process and will be included as part of the reappointment and promotion reviews, as well as any subsequent reviews. For visiting and adjunct faculty, these may be important to your candidacy for future positions.
- With regard to course questionnaires, you may want to review Section V.L. (Procedures for Administration and Use of the Course Questionnaires) and Section IV (Policies and Procedures Governing Appointment, Reappointment, Promotion, Tenure, and Faculty Evaluation) of The Faculty Handbook.
- I am available to any faculty member for consultation and advice, as is associate dean Rachel Beane (rbeane@bowdoin.edu). Please feel free to reach out to either of us if you would like to discuss your reports.

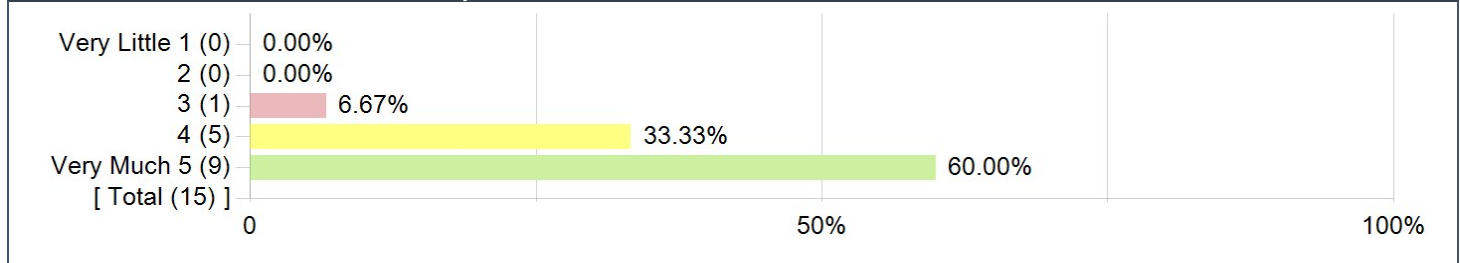
Elizabeth McCormack
Dean for Academic Affairs

Creation Date: **Monday, May 13, 2019**

Frequency Analysis

How much did this course contribute to your education?

1. How much did this course contribute to your education?

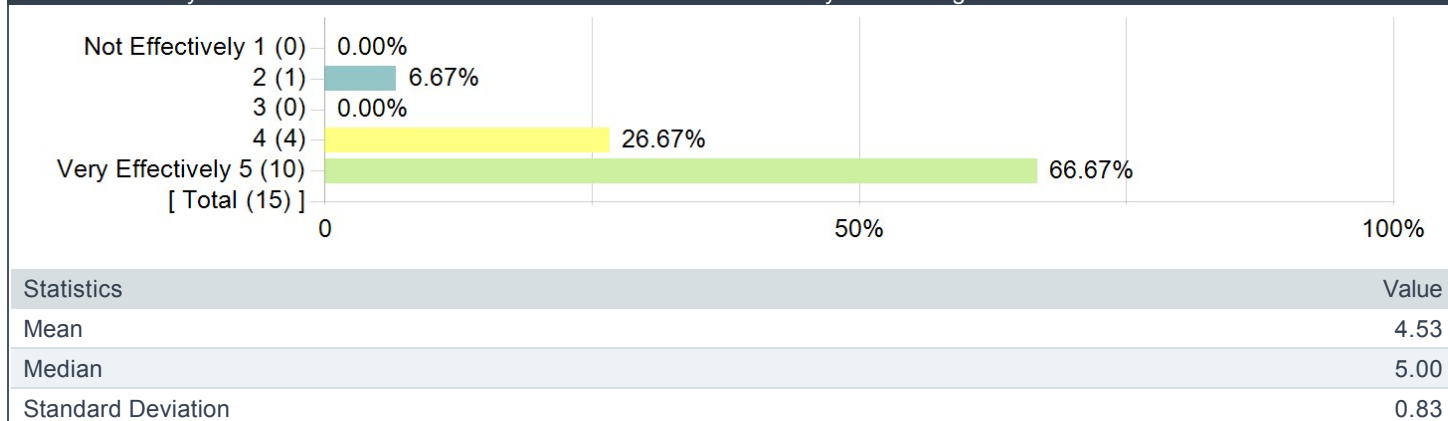


Statistics	Value
Mean	4.53
Median	5.00
Standard Deviation	0.64

Comment
- It was an extremely interesting topic but taught in a dry and less interesting way. Interesting to compare religion with political philosophy.
- I took this class to fulfill my theory requirement. I'm not really into theory, but I really enjoyed this class! The material was really interesting and different from most things I've studied before, so it was really challenging to think about. Classes were engaging, and I think I learned a lot.
- Best part of this class was how it felt as if it was all building towards something as the semester progressed. This is the mark of a great syllabus.
- I knew nothing about any of the authors that we read, and almost as little about religion. This class served as a very good introduction for me into these subjects, and I now feel proficient on the subject of religion and medieval thought, which is quite good after only one class.
- I have never taken a political theory class and while it is not really my area of interest I thought this was very interesting and I liked the structure of it.
- As a senior theory major, this course didn't do a lot for me in terms of developing my writing skills. But the material was new, interesting, and difficult, and Hawley did a great job unlocking it.
- I learned a lot in this course and was opened up to completely new ideas; however, I took this course out of requirement and was hoping for slightly more connection to the modern world or to general government as a means of rounding it out. Overall though, I felt the course was very informative.
- This course really challenged my intellectual understanding of political philosophy. I truly enjoyed this course. Professor Hawley was great!
- I learned to be a more critical reader in this course as a lot of what we covered was extremely difficult. I definitely learned a lot about a time period of human history I previously understood very little about. I was a bit hesitant to initially take this class, but ended up finding the class lectures to be very interesting.
- Professor Hawley led this class through a very difficult survey of a broad topic not often touched by professors—the relationship between Islamic and Christian political thought. I learned the philosophies, or at least the basic ideas of thinkers from St. Augustine to Averroes to Spinoza. The course helped me see the most difficult questions of political thought, namely the tension between religion and philosophy.
- This being my first political theory class, I learned a great deal. The close-reading and style of texts were challenging but rewarding. I had never studied Muslim thinkers, so it was also eye-opening in that sense.
- I loved this course. I learned a lot from the lectures; Professor Hawley was very organized and knew which points he wanted to emphasize. The readings were challenging, but manageable. I wish this class could be taught more often because I appreciate the way it introduces students to the theme of esoteric analyses of political theory.
- It was great to learn about the thinkers and thinking that went on between the time periods typically covered in political thought courses at Bowdoin. However, I do not know that they have been hugely influential on my thought – and in many ways they feel derivative of the Greeks.

How effectively did the instructor make use of class sessions to advance your learning?

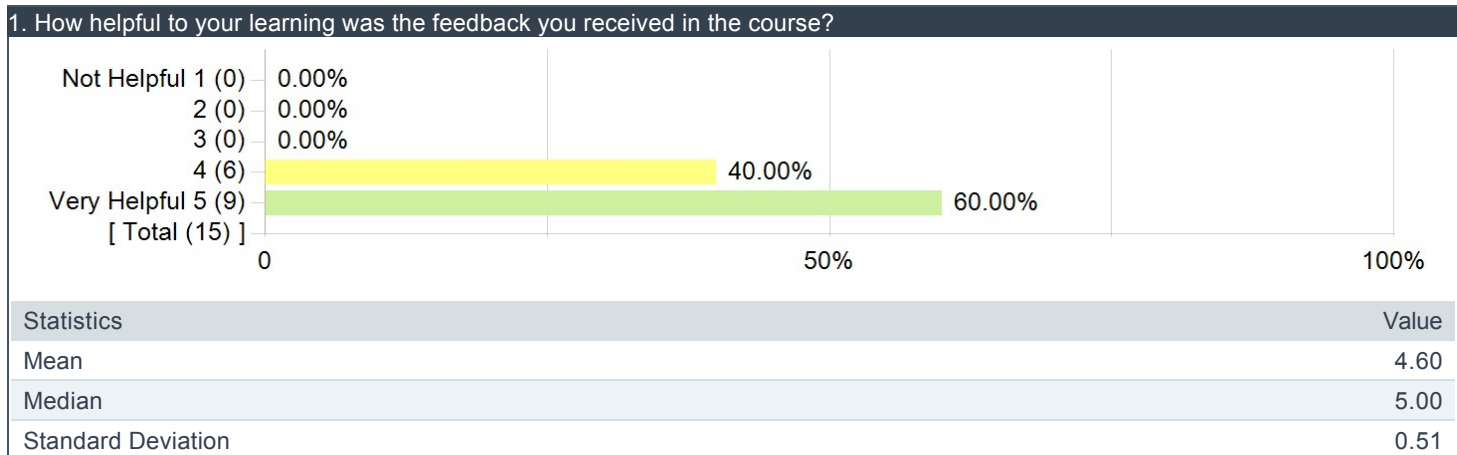
1. How effectively did the instructor make use of class sessions to advance your learning?



Comment

- Spent way too much time lecturing. Really no open discussion. With philosophy it is very helpful to discuss to be able to come to a consensus of the information.
- Professor Hawley is a great lecturer. He is clearly passionate about the material, and I like that he poses questions to the class and encourages discussion and debate instead of just talking the entire time – it makes classes much more engaging. Lecture and discussion were extra helpful in this class because the readings were often difficult to unpack.
- I liked how professor Hawley mixed lecture and discussion in his classes. The one thing I would say is that it may have been beneficial to allow students to come to conclusions on their own a bit more often instead of giving answers. However, I also appreciate that this may not be practically possible, given the density of the material.
- I like the way Professor Hawley structures class and asks us questions. It helped me understand the readings better and I also thought that the class discussions were very engaging. I also liked how Professor Hawley brought our discussion posts into class discussion.
- Great lecturer. Does a good job balancing his own speaking and answering questions. Should be a bit more willing to let student hands stay in the air for a little while before calling on people and interrupting his own thoughts.
- I felt classes were engaging and interesting; however, I would have loved more background information at the beginning of the course and at the start of each unit.
- His lectures were for the most part effective about talking about the reading. I thought that at times they lacked structure. I thought that the primary readings that we read for class were great!
- I liked the way professor Hawley styled the classes. They really made a lot of readings and comments that were extremely difficult make sense to me.
- Classes were neither all seminar or all lecture. Hawley asked for our insights and made sure we had a grasp of the text. I would appreciate if Professor Hawley has said at the beginning of each class "these are the questions I want you to be thinking out." I don't think this would have all influenced the way we view the texts in any particular way, but rather would have helped us stay focused on key ideas in what was sometimes very difficult material.
- Every class was lively and informative. Close-readings were accompanied by connections to broader questions about humanity, faith, and politics.
- Professor Hawley was very organized. His lectures were clear and engaging. I think he could have asked fewer reading comprehension questions (i.e. questions which simply ask us to summarize the text). Other than that, however, I always enjoyed the lectures. Professor Hawley was always open to answering questions and exploring other areas of the topic if students in the class wanted to go in a different direction.
- Professor Hawley seems to possess a great breadth and depth of knowledge in these areas, and came to class with lectures that synthesized a great deal of material well. He engaged students well and worked our comments into class effectively.

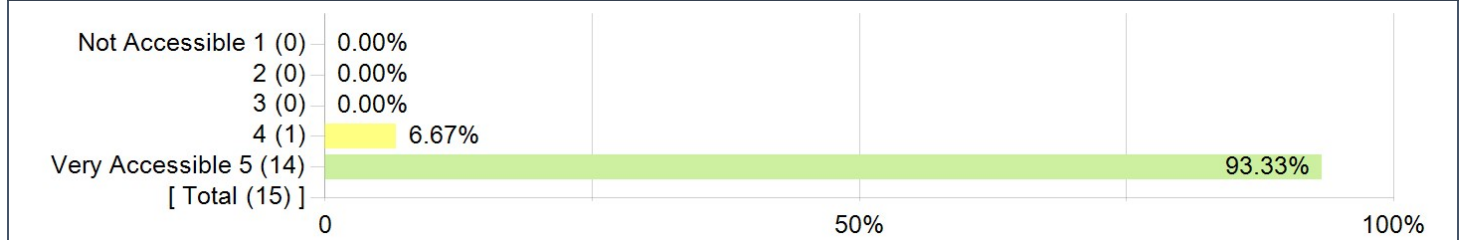
How helpful to your learning was the feedback you received in the course?



Comment
- Essay feedback was excellent. Detailed comments and we are forced to read the comments before receiving out grade. This is very helpful to learning and improving writing.
- The method of sending back essays with comments instead of just letter grades is great.
- maybe some more comments on papers
- Prof. Hawley gave effective feedback. I feel like my interpretive writing has improved as a result of this class and his comments on my essays.
- The feedback on the papers was helpful while writing the next paper.
- As far as paper feedback goes, Hawley is in the middle. He gives more than Franco and Yarbrough but less than Collings and Sehon. Granted I didn't go to office hours, and it seems like he will go more in depth there.
- his essay responses were very helpful
- Professor Hawely was excellent at providing detail comments for the written assignments. My only complaint was that he, sometimes, graded with half letter grades— (ex; B/B+ or A-/A)— which was a bit confusing.
- We got very few grades in the course, which is something I didn't like as there was little feedback. Prof hawley only gave out essay grade an after reading comments which was a good way to ensure that we took his feedback seriously.
- Professor Hawley always gave instructive comments on our papers and was willing to talk with us outside of class about how we were doing in the course.
- Professor Hawley provided detailed feedback on papers.
- Professor Hawley gives very helpful feedback on papers.

How accessible was the instructor outside of class?

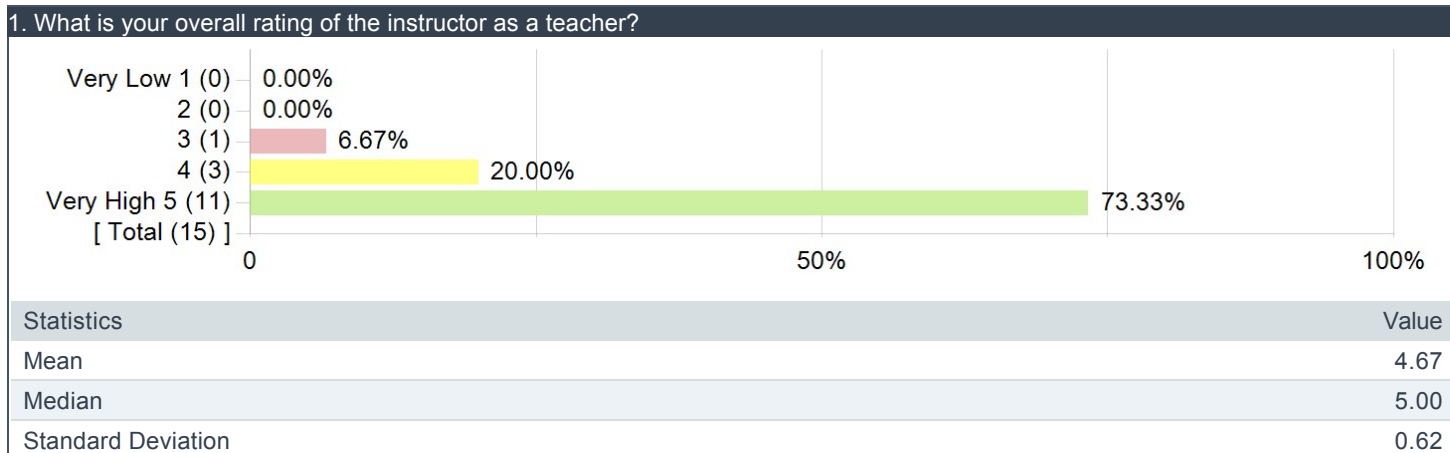
1. How accessible was the instructor outside of class?



Statistics	Value
Mean	4.93
Median	5.00
Standard Deviation	0.26

Comment
- I never had any problem finding time to talk to Prof. Hawley outside of class.
- Professor Hawley was always available by email or in office hours.
- A+
- Professor Hawley held office hours twice a week, promptly responded to emails.
- There was never a time when Professor Hawley did not make himself flexible to meet.
- Had regularly scheduled office hours, willing to meet outside of these as well.

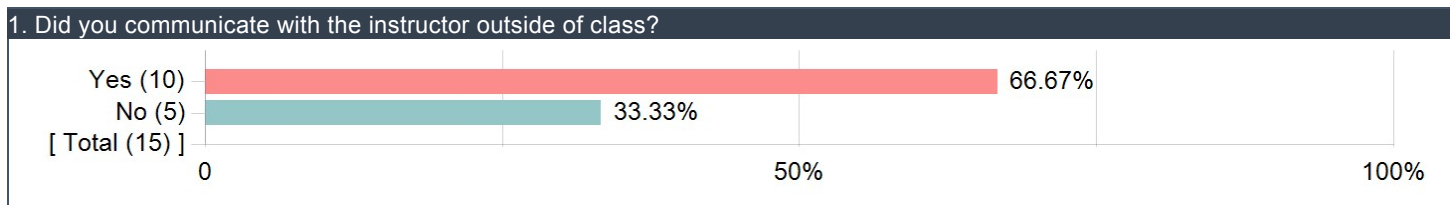
What is your overall rating of the instructor as a teacher?



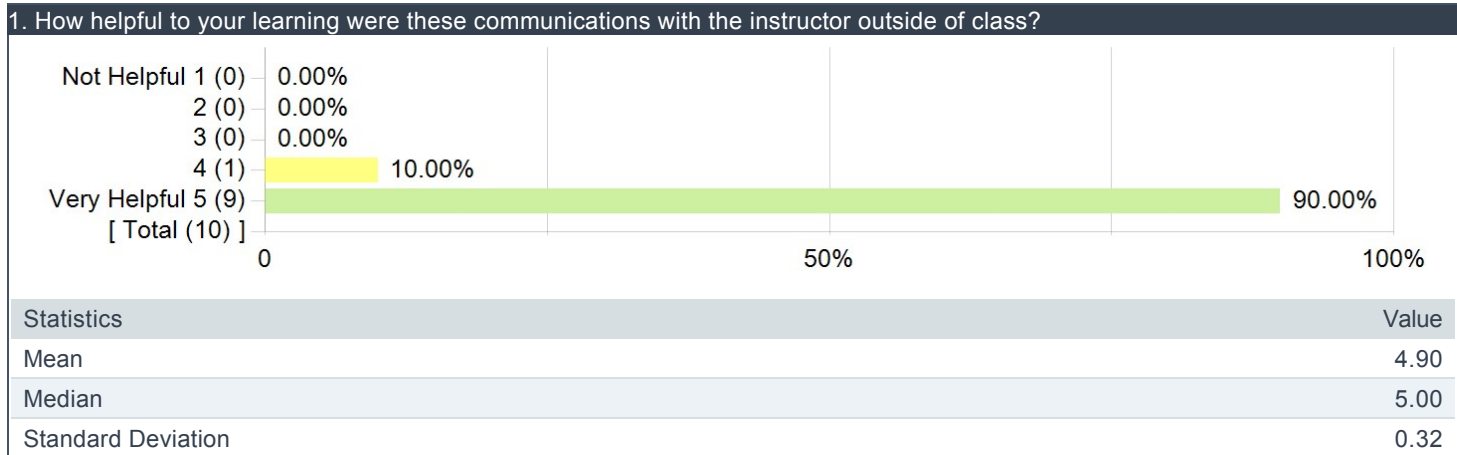
Comment

- A fantastic professor – passionate, engaging, super intelligent. He does a great job making sure everyone understands the difficult material and encouraging thoughtful discussion and analysis. Everyone should take a class with him.
- I really enjoyed this class, and that is due in no small part to Prof. Hawley. This is potentially dry material, and he was able to consistently make it interesting and engaging. He is fun to talk with, and is obviously incredibly knowledgeable on the material. I thoroughly enjoyed being in class with professor Hawley.
- Professor Hawley is very passionate about political theory and made topics interesting for those of us who aren't concentrating in political theory. He also made class enjoyable by cracking jokes every so often.
- An outstanding performance from a first-year professor. Hawley brings a lot of much-needed energy and new knowledge to the theory department. Glad I got to know him in my last year at Bowdoin – and his first.
- VERY impressed considering this is his first year. My only critique is that, while he acknowledged the difficulty of the material, there were still times when it felt very over my head.
- Good Professor— I really enjoyed having class with professor Hawley
- Great teacher, especially considering this was his first year at bowdoin. Classes went very smoothly. The only improvement I would suggest is that sometimes prof hawley seems to lean on students who have larger political theory backgrounds. At times, we went into very extensive details on authors we had limited knowledge of and I felt like he was not always aware that there were students who did not have these backgrounds on philosophers.
- Professor Hawley is a knowledgeable, enthusiastic, and helpful professor who clearly loves the subject he teaches. He also held a reading group outside of class for those who wanted to read other material. This was a great addition to the semester and something rarely professors do.
- Bowdoin is extremely lucky to have Professor Hawley. Especially considering that it is his first year teaching, Professor Hawley is a top-notch professor. Bowdoin would be wise to try to keep him for a longer term if he were willing.
- I wish Professor Hawley were not a visiting professor. I think this class was a great addition to the Government course offerings.

Did you communicate with the instructor outside of class?



How helpful to your learning were these communications with the instructor outside of class?



Comment
- He was able to help me find direction on a paper that I was quite lost on.
- Some of the office hour sessions I had with Professor Hawley were the most memorable and instructive during my time at Bowdoin. He was always really welcoming and would talk in great length about difficult subjects.
- Professor Hawley's office hours were informative for class assignments and also great opportunities to apply our discussions in class to other areas. He was always willing to have longer conversations about the material in class, which I found fascinating and informative.
- Responds quickly to email.

What did you like best about the course? What suggestions would you offer?

Comments
The reading was manageable but too much for discussion. This is why he only lectured. I thought the class as a whole would have been much better with at least some discussion
The readings were usually very dense and complicated, but that's just the subject matter, and Professor Hawley did a great job clarifying difficult topics. The paper topics were super tricky – I would have liked more straightforward prompts. Overall a fantastic class!
The aspect of this course that I enjoyed the most was listening to Professor Hawley lecture and guide us through these difficult, but rewarding texts. I believe that this is one course that I'll come back to and remember many years after I've left Bowdoin. The essay topics were challenging, but were for the most part successful in improving my reading and ensuring that I engaged with the texts as much as possible. At times I felt lost, but after conversations with my classmates and peers outside of class, I realize that I've learned a lot along the way and have solidified my lifelong passion for political philosophy.
The most difficult (and sometimes boring) part of the class was with the Islamic thinkers. Perhaps this could be ameliorated by a different translation or, perhaps, a small secondary source reading? Otherwise, the structure of the course was great. I was skeptical at first at how much time was being spent on the ancients but, over time, realized that this was a crucial part of the class for introducing certain themes. Overall, this was a phenomenal course. Your lectures were cogent and well prepared. And, most importantly, I was exposed to a group of thinkers I otherwise would not have encountered. Bravo!
It was an incredibly engaging course covering a broad range of theology. I wish we could go a little bit more into the ramifications of the philosophies of these thinkers, what people thought of them and the consequences they had in the religious and political spheres. The readings were long but good, but I must say that once we got to the Islamic thinkers it began to become a little dense and hard to follow. Great class.
I liked the readings and the opportunity to learn more on a subject that I knew almost nothing about. I enjoy the fact that I'm leaving this class with what I feel like is a sound knowledge of religious thought despite my not having a religious upbringing. I also liked our in class discussions.
I thought the readings were a good length and manageable. The 10 blackboard discussions made me think about the readings more in depth and I liked how he brought them into class discussions. The papers were generally good topics and helped me think about the readings more broadly.
Great syllabus selection. Wasn't psyched to see so much Greek thought, but actually it was pretty critical to understanding the Islamics. I'm not usually a fan of secondary readings for theory courses but it could have been helpful here—these guys are way less accessible than the usual syllabuses for classical, modern, American, liberalism, contemporary, etc. I was pleased with the broad range of thinkers we were able to hit and appreciative that Hawley started a reading group for those of us who wanted to get into Maimonides a bit. Strong lecturer, interesting paper topics. Great class, glad I took it.
I would add more general information, especially at the beginning of the semester. I also think there are times when the reading is simply too long. Seeing as the readings are dense and old, it takes quite some time to read. Thus, I found myself choosing between reading sections well and skimming the entire reading. This then made it even harder to follow along in class.
More structured lectures— less written responses
Materials were good. It could be interesting to exchange a thinker for a Jewish thinker?
I liked best the exposure we got to ideas often not taught in most college courses, additionally I enjoyed the essay prompts which were challenging but not unnecessarily difficult.
The pace was challenging by appropriate for a course of this level. The readings were always interesting, albeit tricky. Professor Hawley was kind to give us the paper prompts with at least three weeks notice such that we had plenty of time to work on them. Every assignment in this class was fair and interesting to complete.
I loved how the authors of this course were in conversation with each other. The main questions of the course were fascinating and compelling. In terms of the structure of the course, I think the readings were occasionally too long, as they were quite dense. Our first paper could have been a bit earlier as well. The other two papers feel squished in at the end of the semester. Overall, I really enjoyed this course, and my suggestions are minor.
For the most part, I enjoyed the texts we read in this course. The Islamic thinkers after Alfarabi were a bit too dense and I did not think they added very much. The best reads were the Greeks, the holy texts, Alfarabi, and Spinoza (accounting for ease and profundity). The pace of the course was good. There was an appropriate number of assignments.

Please describe your own level of effort in this course.

Comments
Pretty high – the discussion posts were good motivation to do readings early and thoroughly.
I put in moderate effort into this course, completing all of the assignments and reading every text.
Pretty good.
I worked very hard in this class.
I put quite a deal of effort into this course, specifically into the essays. I will admit that I sometimes didn't do all of the readings, but I tried my hardest to.
I did all of the readings and spent a lot of time on the essays. I tried to understand everything thoroughly.
Not super high, but in my defense it is senior spring. I always did the readings and made a strong effort on papers.
I put a lot of effort into this class most of the time. However, there were times when I felt so discouraged by the course load that I would not complete readings.
5–6 hours a week
I worked pretty hard on essays in the course, I could have read the readings more than once on certain occasions and thereby been better prepared for the class discussions.
I put a good deal of work into this course. It was one of my favorite classes I have taken at Bowdoin.
I put a lot of effort into this course because I really enjoyed what we were learning.
I did every reading and participated in class.



2018-2019 (Fall 2018) - 2. Question and Course Report for 2200 Classical Political Philosophy (Michael Hawley), Fall 2018

Project Title: **2018-2019 (Fall 2018) Bowdoin Course Questionnaires**
Project Audience: **36**
Responses Received: **32**
Response Ratio: **88.89%**

Subject Details

DEPARTMENT Government and Legal Studies

SECTION

Report Comments

This report contains both numeric analysis and content of comments of the course questionnaires from Spring 2018 for the course identified above. This semester we conducted a study in which some students answered a different set of questions on their BCQ. If your course was included in the study, you will see responses from both the "Classic" and Experimental" BCQ questions, grouped and identified within the report.

As you review these results, I encourage you to keep in mind the following:

- Bowdoin Course Questionnaires are intended to provide you with useful feedback on your courses and to help you approach improvements or refinements in future courses. While student responses on these questionnaires can sometimes seem contradictory or different from your own experience of the course, I urge you to remain open to the issues and insights they might offer as you reflect on your own teaching.
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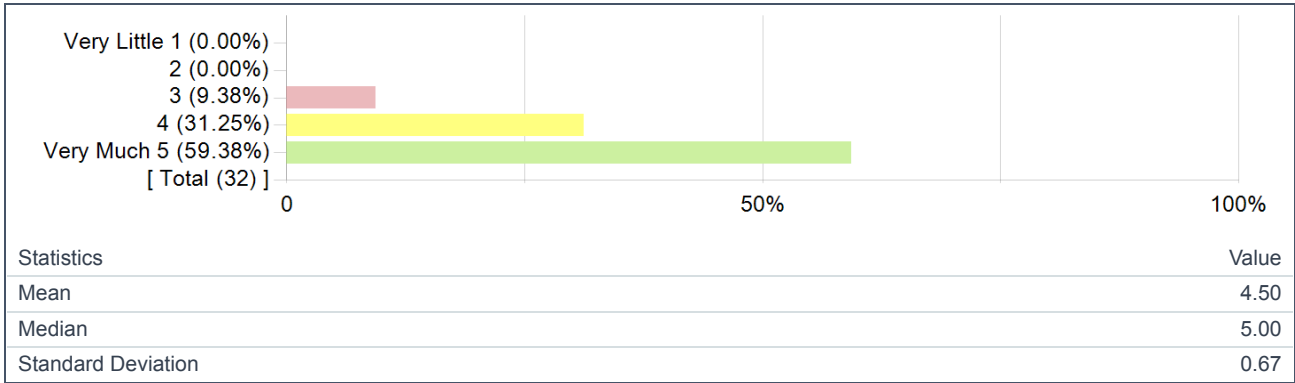
Elizabeth McCormack
Dean for Academic Affairs

Creation Date: **Wed, Jan 02, 2019**



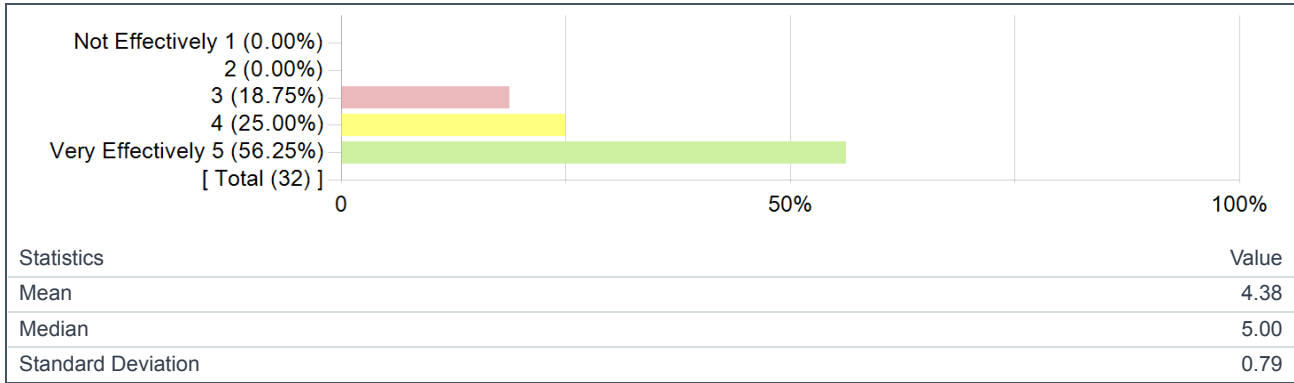
Frequency Analysis

How much did this course contribute to your education?



Comment
<p>- I grew a lot in this course in my ability to understand, comprehend, and analyze such challenging philosophical readings. This was mainly a large lecture course so it wasn't the greatest environment to participate in, but I did learn about early political society and occasionally contribute to the conversation about the works of famous political philosophers and historians – Aristotle, Plato, Socrates, Aristophanes, Thucydides. However, the professor did require his students to write reading responses outside of class as well as ask questions in class which helped every one of his students participate and understand the reading.</p>
<p>- This course certainly exposed me to new ideas that I had not been particularly familiar with prior to taking the course. I thought that the course helped me think critically especially about some challenging concepts.</p>
<p>- Less of an analysis/discussion class, more of a summary class.</p>
<p>- Political Philosophy is not my forte by any means. I struggle to read the material and thereby participate in class. The intriguing essay topics and the ability to participate in class via discussion forum responses was a helpful way to remain engaged in class and show that I had been doing the reading. I grew as a writer undoubtedly as Prof. Hawley's feedback on my papers always pointed to an important counterargument that I may have missed. This course absolutely exposed me to new information.</p>
<p>- I learned a lot in this class, I have never done any work with philosophy and I feel like it has really allowed me to think about things in new ways.</p>
<p>- Prompted a lot of thought about life in general (sorry to be vague, but it was a philosophy course). Very enriching...glad I took it</p>
<p>- This was a fascinating course that taught me a wide array of theories and ideas from the Classical Period. It was a wonderful course.</p>
<p>- This course has helped give perspective to my study of government at Bowdoin. Grappling with these texts has been difficult and challenging, but they have revealed some really important and thought-provoking insights. The course has helped me read more closely, learn about how to identify arguments in very dense text, and write in a more concise and persuasive way. I'm so glad I took this course—it has certainly improved my Bowdoin education!</p>
<p>- This course filled the political theory for the government major. To me, this class was a necessary part of the liberal arts education that I have been experiencing. Engaging with Plato and Aristotle is fundamental to understanding all political scholarship and what matters, and I did not have a grasp of that before this class.</p>
<p>- This course was extremely thought-provoking for me. I thought long and hard about the fundamentals not only of good societies but also what it means to live well. I think the lessons about these subjects will stick with me for some time. Prof. Hawley challenged us to think about these subjects in interesting ways.</p>
<p>- I thought that Prof. Hawley did an excellent job this semester. I was most impressed by his ability to render some of the more challenging readings understandable to all. Even though it seemed that the subject wasn't each and every student's favorite, Prof. Hawley did a good job of making topics interesting and relatable when he could.</p>
<p>- Like everyone in this class, I took it for the requirement. Ultimately I understand the importance of taking a theory class. In fact, I think it is the most foundational and useful type of course you can take within the government major at this point, because it is applicable to so much more than just the abstract notions of government but also how to live your life. Plus, now it is bragable and makes me seem well-read that I've read Aristotle, Plato, Thucydides, Aristophanes...I never would have done this otherwise so this was a good excuse to do so.</p>
<p>- I learned a lot from this course about classical political philosophy. In terms of essays, I felt challenged to write persuasively and come up with counterarguments, which I have not had to do to this extent in other Bowdoin courses. In terms of discussions, I did not feel as challenged intellectually, possibly due to the lecture style of the course. I was exposed to new ideas, perspectives, and information, and I feel that I can mostly understand a work of political philosophy.</p>
<p>- The class began on the first day with a question I had not expected for a political philosophy class: what is the best life? I remember the class gave answers about happiness and friends and the usual. I was not prepared for how much I would learn over the course of this class about living a good life. It is not just good for you as the individual, but a good life entails virtue—a concept that surprisingly—I don't seem to hear much about today. Over the course of this class we read the usual texts associated with classical political philosophy, but I think they were taught (5 works in total I believe) in a way that unified them into this singular story about a good life. Also I developed a somewhat new perspective on writing from this class as this essays made you grapple with complicated texts in a way that was also personal. I grew a lot intellectually, but also I would say this class made me realise how much I don't know which I think is a good thing.</p>
<p>- I did not expect to learn nearly so much from this class. My interest in philosophy is negligible and I have always been skeptical of the deified western philosophers. While both those things are still true, this class made me think more than any other this semester—for that it receives high marks</p>
<p>- I really enjoyed this class. It was very challenging and I grew a lot as a student. This course pushed me out of my comfort zone and I think I gained more from it because of this.</p>
<p>- I can safely say that Classical Political Philosophy is one of the best courses I have taken at Bowdoin. Reading Plato and Aristotle opened me up to completely new ways of thinking and has completely changed how I think about government. The readings we were assigned were intellectually stimulating and challenged me like very few other readings have.</p>

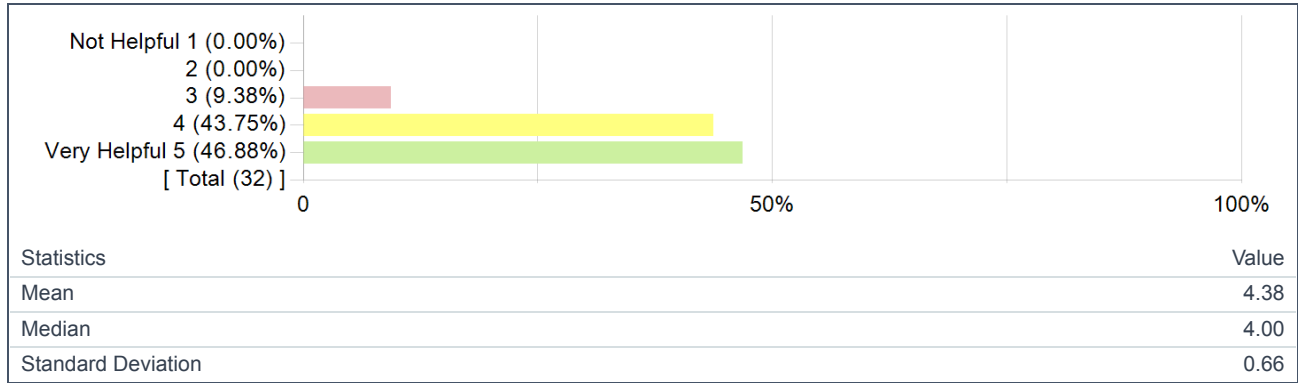
How effectively did the instructor make use of class sessions to advance your learning?



Comment

- I enjoyed how Professor Hawley made confusing philosophic concepts relatable using common day language and slangs. He made it fun!
- The whole class time was used to discuss the reading materials and topic at hand.
- Reviewed Readings very in depth
- Lectures were extremely substantive and lots of information was covered. Perhaps some break from lecture and more conversation could be helpful.
- Relatively little discussion amongst classmates for such a small class. Make use of the small class body. No powerpoint (just stands in front of the class lecturing/ giving a summary of the reading).
- He only lectured and asked questions. Would have benefited from a more dynamic presentation of course materials like power points or group activities. Hard to draw what is important and stay engaged just from one person speaking the whole time.
- Lectures were engaging. Prof Hawley is humorous and makes topical connections to present day to contextualize things for those of us not as excited about political philosophy as him. His grasp of the logical reasoning of all the texts we read was unequivocally strong and this came through in his lectures, which were never confusing for a topic as complicated as this one.
- The lectures were super clear and really made the readings accessible. Without the lectures I wouldn't have gotten nearly as much out of the readings as I could have. However, all we did was have lectures, it could have been nice and helpful even to just have 5 minutes of group discussion at times, or small other activities, to mix things up a bit.
- Always on topic, and made sure we got a good understanding of the readings.
- Professor Hawley is an excellent speaker and lectures very effectively. His lectures were able to help us make sense of (and even connect to) sometimes difficult and opaque readings. The framing and insight that he provided during class made it possible for me to revisit the readings later and better understand the text, which also gradually helped me learn to look for the important sections on my own. Professor Hawley also encourages class discussion and creates an environment in which students feel comfortable exploring their ideas and voicing them out loud.
- Professor Hawley was efficient at maintaining a stable balance of lecturing and inviting class participation
- • Helps in the understanding of complex themes in the reading • Asks students their view of thing not just the answer
- Prof. Hawley was very engaged with the material, making it much easier to fully grasp the texts and critically think about them
- Prof. Hawley is one of the best lecturers I've ever had. The subject material is extremely dense and difficult, and his lectures made it much easier to understand. This course would've been more opaque had almost anybody else taught it. His command of the material was impressive.
- Prof. Hawley rarely veered off topic and was able to maintain "learning momentum" for most of the classes.
- Each class would be a lecture. Might have been nice to switch it up once in a while but ultimately perhaps this was the most useful format for the type and density of subject matter
- For his first time teaching, Michael Hawley was effective in using class time to advance my learning. One way he could improve is make the class less of a summary of the novels. Instead, he could call on people randomly, thereby incentivizing the students to actually do the reading. He could continue to ask thought provoking questions that require students to analyze the texts beyond summary information. By making these minor adjustments, there would be less of the same minority speaking in each discussion, and students would be pushed to uncover a greater depth in the reading.
- Class sessions were very engaging. Since the ideas and texts we were talking about were so complicated I think it would be useful to begin the class with a single question. Hawley always ended the class with one which got you thinking after class. I think putting one on the board in the beginning of class can really help unify the material gone over in the course of each class.
- Really good lecture, which is crucial given the mystifying nature of much of the reading. Perfect balance of discussion and exposition
- Professor Hawley was really good at using class time effectively. There was a good discussion every class and Professor Hawley made sure that everyone knew what was going on in class.
- Professor Hawley did a fantastic job of explaining the readings for each class and his lecturing style was fantastic, but one recommendation I would have is to change up the pace of the class from time to time. For example, all the classes we had were lecture based with discussion mixed in. However, it would be nice to have some classes where people are split up into groups to discuss the readings, with one chosen student having prepared questions and leading the discussion.
- Felt too much like high school at times with lectures

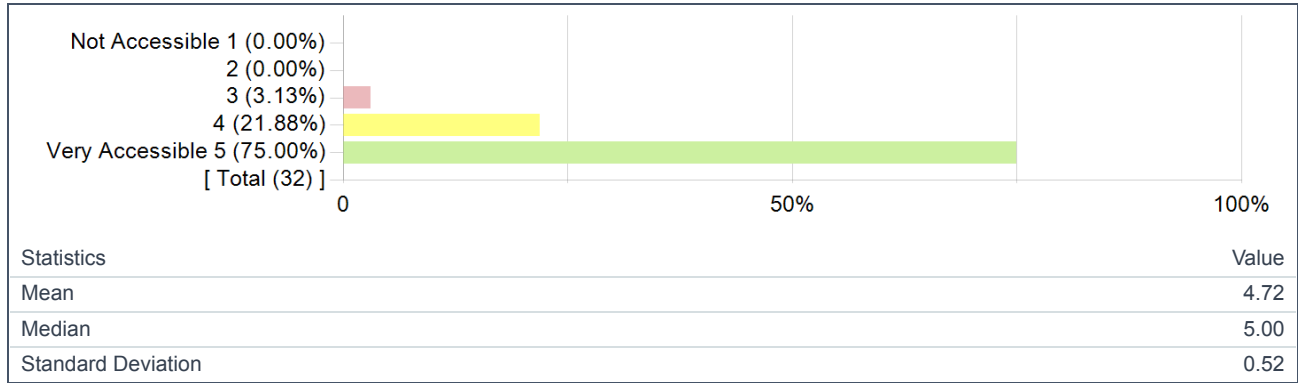
How helpful to your learning was the feedback you received in the course?



Comment

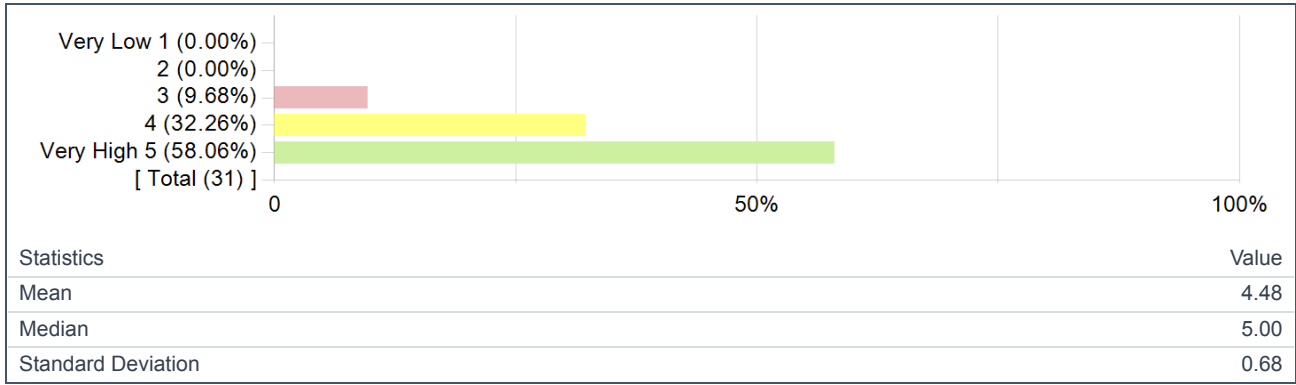
- I found the essay feedbacks VERY helpful. No professors has used that approach before. I realized I learned a lot from the feedback, especially when I had to defend my logic.
- Professor Hawley would give helpful feedback when he returned our papers, and responses to our comments in class. He would also give our grades after we have read his comments which was a great strategy to have.
- Comments were great, I don't love the email system
- Paper feedback was thorough and helped guide me on future assignments.
- It is obvious that he isn't interested in what a lot of the students have to say unless what they say are in line with his thinking. His attention span is very minimal for responses that are essentially "incorrect" to him.
- Liked the direct comments on papers.
- Very good feedback on my papers. Helped me focus on where improvement was needed. Also enjoyed the focus Hawley put on comments (wouldn't give you grade until after receiving a grade-less copy of your paper w comments).
- I really liked the way you responded to papers – it was always timely but also in depth with comments about what could have been better.
- Great system for handing back papers. It really made me go through al of his comments and consider them in detail, rather than just looking at the final grade.
- Was always of the highest quality and helped substantially in determining how to do better.
- Professor Hawley grades papers very promptly and provides many comments and suggestions for improvement. His grading model is made more helpful by the fact that he encourages responses to his comments and incentivizes students to do so by not including the grade initially.
- There could have been some more discussion of what exactly was expected in the essays before the first one. The method of receiving essay grades was somewhat stressful but I understand the intention.
- For the essays, I personally don't think grades are the best way to show how someone has increased or decreased in their ability to write and think so if specific ways a specific student has grown could be communicated I think it could be helpful.
- Feedback was good. I have a love hate relationship with the comments being given before the grade, but I mostly think it is a good tool.
- Great comments on essays. Clear advice.
- I never knew I was writing essays in the passive voice until this class, and I am a senior government major taking writing intensive courses. If anything, I've left this course as a better writer because of the way I have slaved over these challenging essay prompts.
- Hawley provided extremely useful feedback on all of my papers, which made me a better writer over the course of the semester.
- Not many instances of feedback, but felt adequate in all cases. The paper grading/comment system was useful in this regard, since it forced us to think critically about instructor comments
- The feedback on assignments in this class was great. Professor Hawley went through each of our papers providing more feedback than I have gotten from a lot of other professors at Bowdoin.
- The comments that I received on my essays were fantastic and helped me develop my writing even as a senior.

How accessible was the instructor outside of class?



Comment
- He was great about scheduling office hours!
- His office hours were during my class times so it was hard for me to go to office hours. However, Professor Hawley was great in responding to emails and would be happy to set up a meeting with his students.
- Willingness to meet outside of office hours!
- Relatively quick responses. Makes himself available during office hours.
- Very accessible!
- Always emailed and communicated back.
- Professor Hawley is probably the most accessible professor I've ever had at Bowdoin—his door is always open, he answers emails very quickly, and he is more than happy to set up non-office hours times to meet. He also offers office hours twice a week at reasonable times.
- Professor Hawley was reasonably responsive to emails
- This man is always in his office. I would go by at like 7 PM to sign up for office hours and he'd just be in there. I never had a problem accessing him and at certain points I would stay with him for an hour or so just discussing the readings or talking through an essay which would turn into a larger than life conversation
- I always felt as though I could go to office hours to meet with Hawley. He was very approachable and always willing to help.
- Professor Hawley was reasonably accessible.
- I don't think I have ever had a professor who was in their office (available to talk) more often.
- He had plenty of office hours and responded to emails quickly.
- Professor Hawley was always available whenever I needed to talk to him. He made himself very accessible.

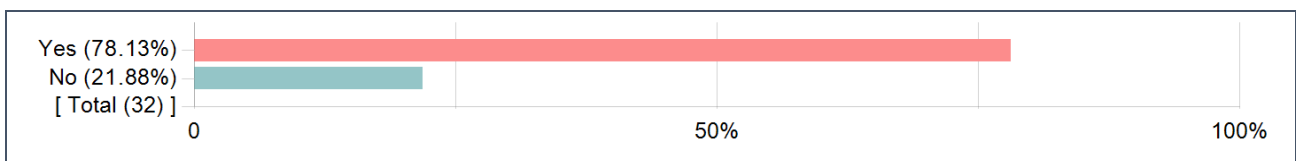
What is your overall rating of the instructor as a teacher?



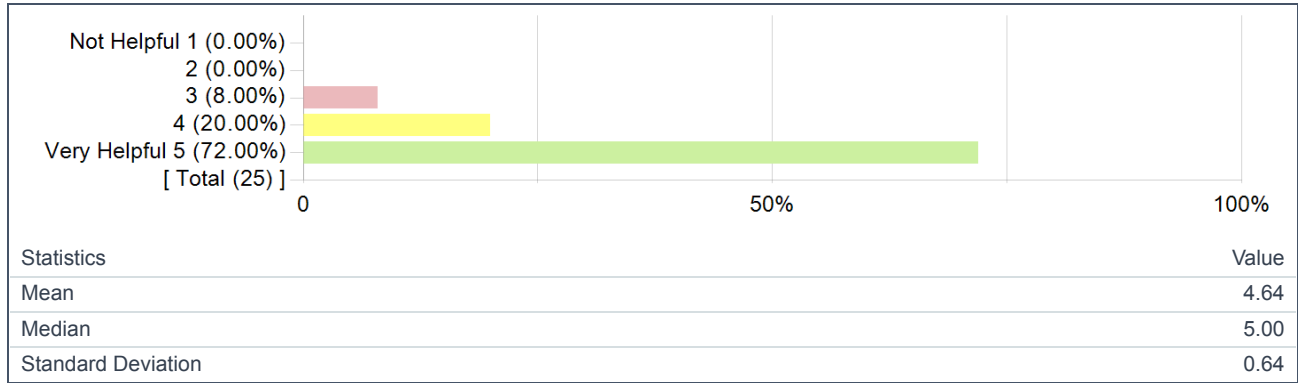
Comment

- It is hard to believe that this is his first class taught as a professor!
- Professor Hawley is a fantastic professor. He is very enthusiastic about the topic, would make jokes and movie references to get his students attention, and guided his students through these readings that we did. I would highly recommend other students to take a class with him.
- He should be here a long time.
- I understand that this was his first class that he ever taught as a professor. A LOT of room for improvement when compared to other more experienced professors. Make your classes more engaging. Students are active and don't like to listen to a professor/a select number of people that are comfortable speaking talk. You make the class environment too uncomfortable for those that are not a philosophy expert/major and only allow the students that obviously have experience in philosophy excel.
- Enthusiastic, but difficult to stay engaged with in the classroom because he teaches in lecture format with no visual aid.
- Strong potential. Delight to have as a professor. Extremely intelligent. Relatable. Only thing I didn't like was having 3 essays and a final exam, that was too much.
- Really good clear lecturer and kept things interesting! Would be nice in the future to do a few other things in class like discussion groups or things besides just sitting and listening. But over all very good.
- Professor Hawley is very enthusiastic for the subject matter, which helped me get through some of the mid-semester doldrums, and added good energy to the class. He added good bits of humor into the lectures, and I appreciated the way in which he offered opportunities for discussion board class participation, and how he sometimes incorporated these posts in his lectures.
- For his first class ever to be taught as a professor it was an extraordinarily well done course.
- To any deans or other people with hiring power who are reading this: please, please hire Prof. Hawley to a tenure-track position! His lectures, course structure, and grading are all very thoughtfully done, and as a senior, I can say that he is hands down one of the best professors I have had at Bowdoin. Importantly, he offers a fresh perspective and welcoming approach that may help expose many more Bowdoin students to the insights contained in these texts. Professor Hawley really cares, he is extremely knowledgeable, he encourages original thinking, and he is well-liked by his students, and I hope his classes may be available to many other Bowdoin students in the future.
- Really more of a 4.5 but there is room for improvement!
- Prof. Hawley is great. I was continually impressed by his performance this semester, especially because it was his first class. Even by our second or third class, it seemed to me that Prof. Hawley had found his footing and hit his stride.
- I think he could have used the middle of the semester to evaluate himself. If he gave us a mini survey, seeing that it is only his first time teaching, it may have benefited him. I would've enjoyed switching up the pace of class at some point. Yes, this was my learning style and each class was ultimately useful because we really got into each of the assigned readings, but maybe splitting us into small groups to discuss might have been beneficial. Seeing that this was only his first semester teaching, however, I think he did a remarkable job and there's only going up from here. I know Bowdoin probably has no intention of hiring him because you guys are concerned with money or something, but it would be worthwhile if you added another younger theory professor into the mix.
- As a first-time professor, he still has room to grow. However, he has already taught me more about crafting a persuasive argument than many of my other professors, and he was an especially strong professor in this regard.
- Overall fantastic class, fantastic professor. Strongly recommend that Prof. Hawley be hired for a tenure-track position.
- Professor Hawley is a great professor. He made a challenging class very engaging. He was very fair with his grading and feedback. He is a great new addition to Bowdoin.
- For someone that does not know Professor Hawley, they would be very surprised to learn that he is a first-time professor. Professor Hawley lectured as if he were a seasoned professor of many decades. He is undoubtedly one of the best professors I have the fortune of taking at Bowdoin. I do not say this lightly, but Professor Hawley is not someone that Bowdoin should lose. The Gov should do everything within its power to keep him as a professor for the long term.

Did you communicate with the instructor outside of class?



How helpful to your learning were these communications with the instructor outside of class?



Comment
- very helpful! very kind!
- Professor Hawley answered all of the questions that I had and is always willing to discuss paper ideas and reading topics outside of class.
- Great insight on my paper's direction.
- I went to office hours to discuss a paper and he was very helpful in talking through my ideas with me.
- Professor Hawley was able to concisely and strongly educate and assist me on the aspects of the course I had more issue with, which I very much appreciated.
- Professor Hawley offers a lot of helpful comments during office hours and through email—communications are always very helpful!
- I asked for an extension and sent emails to clarify a comment on my essays. This helped me understand what was expected.
- Emailed back quickly(which is very much appreciated)
- I never went in to meet with him, but he was very quick responding to emails.
- I left leaving office hours feeling more confused than not, but with this subject matter maybe that was the point. These writers have been debated for eons so leaving with any concrete answers may have been an impossible ask. What I did leave office hours feeling was contemplative.
- He was helpful enough in prompting me to think through my essay without helping too much. He questioned most of my claims, making me think through them carefully; he was very honest in examining my papers.
- Going to office hours really helped me understand the major themes of the texts that could easily be missed in a single class. Hawley always was incredibly helpful whenever we met and asked questions that helped guide me in the writing process and allowed me to make connections that I could not make in class on my own.
- Office hours were crucial for writing the papers. The material was difficult and speaking with Prof. Hawley was a fantastic resource as I got my thoughts together each time. Perfect balance of pointing in the right direction/helping without overly biasing my conclusions
- Very helpful. The discussions during office hours were really helpful for the essays.
- My discussions with Professor Hawley were very fruitful and helped me to polish my arguments.
- Office hours were somewhat helpful

What did you like best about the course? What suggestions would you offer?

Comments
<p>I liked the reading response aspect of the course, allowing us to prepare for the class and open a room for participation. I wish I had been warned that he would call me out for a posting. The first time this happened, I was very thrown off. He was passive aggressive when the class did not seem to have done the reading, but I found that encouraging/motivating. I enjoyed the reading materials, and especially appreciated that he chose sections of the books that were relevant and interesting rather than making us read it all. The pace of the course was great.</p>
<p>The reading materials were very challenging and difficult to analyze at times, and because there was so much material, the pacing was very fast. However, Professor Hawley and his lecture style did help his students understand the readings a lot better. The reading load was the perfect amount, and the paper assignments were very clear, and he would give a lot of time for his students to complete the papers. The reading responses outside of class was a great idea because it made students do the reading and give them a chance to participate, which is harder to do in a lecture based class.</p>
<p>I really do not have a lot of suggestions as this class was very interesting and a joy for me to take. There is a lot of material to remember so I would suggest reminding students to make outlines of the material as they go, or even create guiding questions for the readings to help students focus and get through the complicated material.</p>
<p>I liked writing synthesizing papers of the works. I wish there were more choice in topic, though. I also think 3 papers and a final was a bit of a heavy load considering the difficulty of the material. Lastly, I think there should've been more careful and central discussion about treatment of women by these philosophers.</p>
<p>I like the natural progression of the course from each of the philosophers to each other. It was interesting to see how some ideas changed/remained the same. Pace of the course was reasonable.</p>
<p>Cut down the number of essays or divide your final exam into two. You do realize that the students have other material on top of your assignments. It doesn't seem like you care about that.</p>
<p>I liked some of the readings towards the beginning of the semester. I did not like how long we spent on the Republic because it got a bit repetitive and dry going over the same type of thing every class. Maybe add readings about the pieces instead of reading only the pieces themselves to give a better perspective/understanding of it. Make power points or handouts or something to go with everything you say during class. Hard to grasp what the main points of everything is. I like when you bring up the students responses in class, fun to see class perspective. Group discussion or something in classes to switch up the pace would definitely help me pay better attention.</p>
<p>Class lectures were engaging on a topic that I do not particularly enjoy. The way the prompts built off each other and into the next reading was also extremely helpful. We wrote an essay about justice for Thucydides and right thereafter read The Republic, which analyzed pillars of justice very intently.</p>
<p>The overall structure of the class works really well, as sometimes the readings can be hard to understand and go over it in class really helped my understanding of the material. One suggestion I would make is to get more sections into the class where the class can talk about their opinions on the material we have read</p>
<p>It was good! I really liked it and learned a lot. It was definitely challenging. I also would have expected a little more discussion on politics directly, it felt more like a philosophy course, but I do see in the end how it all relates to political activity. It would have been helpful to have a preview of what the readings were about sometimes because I often found them inaccessible. Over all great course! Thank you.</p>
<p>The pace at which we read the material was slightly fast. I feel that I could've taken more quality time to read and think about the material if we had a bit less to cover each night, especially with the Republic. Assignments were very good and made me really dig deeply into the texts, challenging my understanding of the subject matter.</p>
<p>I liked best that the course revolved around the four books and their authors, as well as the transitions from one author to the next. I would likely make a reading response mandatory for each day, just to ensure that there is a greater impetus from students to show that they have committed time to the readings. Additionally, I would strongly support the submission of drafts in the lead up to paper deadlines in order to ensure greater understanding of what should and should not be done.</p>
<p>I really enjoyed lecture, honestly—Professor Hawley made class time lively and interesting, and it was nice to have a guided tour through the reading after initially stumbling through it on my own. I liked the assignments as well—I had a lot of fun grappling with each of the paper topics. If anything, I would suggest slowing the pace of the class down just a bit—there was so much in the readings that I would have liked to dive more deeply into, but I know that was a function of time constraints.</p>
<p>I liked the way that Professor Hawley lectured. I would not have guessed that this was his first class if he had not told us. I appreciated the structure of reading responses. I appreciate how the system both encouraged students to do the readings and engage directly with the texts and included full explanations for when not all of the reading was done or completely understood.</p>
<p>The order of the reading was very helpful since I had never really learned about philosophy. The broad questions for the essays were fun to expand my own ideas.</p>
<p>The lectures were great. Some of the course material was dry at times but he did well to make it interesting and engaging. I was shocked at how much I enjoyed the class. Pacing and organization was good.</p>
<p>The structure of the course was good. Workload was reasonable.</p>
<p>I loved the class structure as we dedicated it to an in-depth analysis of the texts we were reading. The essay prompts were all pretty difficult, but they challenged my writing ability and I feel like I developed and honed my skills. The only suggestion I would offer would be to be quicker in responding to students when they ask for their letter grade. There were times when Professor Hawley made us wait hours on edge until we received our final grade with comments.</p>
<p>I enjoyed having the reading responses to incentivize completing the readings. They were also a fun way to hear what other students were thinking and to engage with ideas other than your own. The essay prompts were interesting and fun to consider. The only thing I would suggest is this: I wish Prof. Hawley made better use of the board. While he is a competent lecturer and generally does a good job of keeping people engaged, sometimes he loses people (as all professors do). The problem here is that it's difficult to "re-enter" the lecture without any points of reference. For example, there were a number of times this semester where I zoned out while taking notes and zoned "back in" in a completely new topic, having no idea how we had gotten there. Including important points on the board would have made it easier to figure out what I had missed and reduced the stressful feeling of: oh no! I just missed what he said and now it's gone forever!</p>
<p>I think the professor is great. I hate the subject matter but he acknowledged that he knew most of us were going to by virtue of our reasons we were taking the course. I feel kinda badly about that because from the first day it was clearly an uphill battle. I think he should be receptive to making some changes but ultimately I think he's going in the right direction. Sorry the course material itself is so uninteresting but that's not his fault.</p>

Comments
Though professor Hawley is a very engaging lecturer, I would have really enjoyed opportunities to discuss the materials more. It's sometimes difficult to participate in lecture courses like this one and as a result I think I missed some valuable opportunities to flesh out my own interpretations of readings. Online journals did help in this regard, but it's not quite the same as actually discussing with classmates.
–I liked the essay prompts and the books that we read
Suggestions: –Less summary, more discussion, which would make more students actively do the reading –Course is a little fast-paced, I actually did do the reading, but I found that he assigned more of it than in my previous classical political philosophy course –Do not always assume the students have not done the reading; many of them have, they just need to be motivated to speak up in discussions
The assignments were all reasonable. The pace was also reasonable, though due to the nature of some of the texts, the Republic specifically I think we could have benefited from more time to spend or less of the book to read.
Best parts: papers only (material not conducive to exams), lecture structure
Suggestion: maybe a group work day or some change/variety every so often?
The class discussions were great. The assignments were challenging but worth thinking through. The pace of the course was quick but it was necessary with all of the content that had to be covered.
Class was fantastic, but as I said, changing up the pace from time to time would also be great. Moreover, given the difficult nature of the readings for class, some guiding reading questions for each class would do wonders for students. Guiding questions would help give students a foundation going into each reading and will help them to construct more well thought out arguments.
The course materials are consistent and linked to each other in a chronological order.
I loved the readings and class discussions, which managed to combine informal lecture elements with debates. I would have appreciated guided reading questions to help me understand the texts better and prepare for in-class discussions. (The readings were a bit longer and—because I'm unaccustomed to philosophical works—a bit dense, so it was difficult to know what would be the topic of conversation.) Professor Hawley is clearly passionate about what he teaches; every class was a joy to attend.
Some course materials we could've spent less time on because of how much the content in the books overlapped
The course was mostly lecture based, and I felt that more discussion in class would have added to the overall experience of the class, and the class would have benefited even more from more in-class discussions. The course was paced quickly, but this was a positive aspect of the course in my opinion. Assignments and papers were selected and structured well, and the professor was very helpful outside of class. My one suggestion would be for more in class discussions.
At times it felt like we did not have enough time to fully grapple with some of the ideas presented but for the most part it was fine.

Please describe your own level of effort in this course.

Comments
MAXIMUM EFFORT.
I put a lot of work into this class. Although the readings were a little dense, I spent a lot of time trying to understand them, to write decent papers, and to take good notes in class. I also completed every reading response and paper on time.
I would describe it as medium. I was not particularly interested in the themes of the course but was able to engage in class discussion.
I wasn't an active participant in class, but made sure to do the readings and think about paper topics very thoroughly.
High. Three papers, 8 reading responses, and one cumulative final exam is a lot of work. This class really unmotivated me to join future philosophy classes. Sorry to be harsh, but that is the truth.
I put in good effort at first, but declined throughout the semester. I was doing all the reading at the beginning of the semester, but after a while it got pretty boring and it was hard to stay engaged and on top of it.
Worked very hard to engage in material I am not accustomed to.
I would do the readings to the best of my ability
I worked hard in this class. I found the grading to be challenging but it was also good because it pushed me to work hard. Because Professor Hawley lectured all class it was possible to not do the readings very closely so I think maybe changing up the structure of the class would encourage people to read more actively and consistently.
Very high.
I gave this course my all, and I certainly believe that I did as much as I could do well in it.
I did almost all of the readings before the class for which they were assigned, and I tried to participate constructively during class. I worked really hard on the papers and studied a lot for the final!
I did at least part of almost every reading, and paid a lot of attention in class, taking copious notes.
I tried in regards to understanding the reading while reading but struggled due to some of the complexity of the text but the in-class discussion helped. Obviously, everything was very relevant since it was on life but it was very broad and sometimes in regards to ideas and maybe could have been more connected to modern life.
High
Quite high – I was more motivated than I anticipated because I did not expect it to be as enriching as it was. Prof. Hawley turned my pol. Phil. Requirement into a class I really enjoyed going to.
I gave maximum effort in this course. I did all the assigned reading and showed up to class curious to learn about the interesting subjects we were talking about. I spent a long time on essay assignments and felt like I tried my best.
Moderate to moderately-high. 6/10.
SO HARD! I slaved in this class and I barely think my grade is going to reflect that. The readings were dense and the essays were taxing. I blame this class for my horrible sleep schedule. I get like 4 hours a night at this point. Thanks.
Fair. I think I find it difficult to volunteer participation in the lecture setting and as such probably could have been a more active class participant than I was in actuality.
–I did not work as hard as I could have in terms of the readings of this course because I often did not feel motivated enough to do them, as I knew that they would be covered in a summary the next day.
I put in a lot of work in this class on certain aspects of the material I found particularly interesting. I worked hard on the essays and tried to think about them as much as I could prior to starting writing. I could have done the readings more, but due to the nature of this material sometimes it was hard to come to class with an understanding of what was read because I did not have time to take notes on the reading or do it more than once.
High
I put a lot of effort into this course.
I always made sure to put forward my best effort in this class.
Relatively high.
I did all the readings, took notes, went into office hours, worked very hard on my essays and read the feedback on the essays to try to improve on successive assignments.
Put in a lot of effort
In my opinion I put a strong effort into the class, and it was through this course that I was able to decide the subject of my concentration within the government major (political theory). I put a strong effort into my papers and assignments, and I think the only thing that would have inspired more effort on my part in the course would be more in class discussions and at least a few discussion-based classes.
I tried moderately hard.

Report Comments

This report contains the results of your course questionnaires from Fall 2018 in a format summarizing the quantitative results from all courses you taught this semester.

As you review these results, I encourage you to keep in mind the following:

- Bowdoin Course Questionnaires are intended to provide you with useful feedback on your courses and to help you approach improvements or refinements in future courses. While student responses on these questionnaires can sometimes seem contradictory or different from your own experience of the course, I urge you to remain open to the issues and insights they might offer as you reflect on your own teaching.
- Your department chair/program director will also receive access to your reports and is encouraged to follow up with you to offer support and guidance in interpreting these results.
- You should keep your reports in your files. For tenure-line faculty and continuing lecturers, course questionnaires are an important part of the evaluative process and will be included as part of the reappointment and promotion reviews, as well as any subsequent reviews. For visiting and adjunct faculty, these may be important to your candidacy for future positions.
- With regard to course questionnaires, you may want to review Section V.L. (Procedures for Administration and Use of the Course Questionnaires) and Section IV (Policies and Procedures Governing Appointment, Reappointment, Promotion, Tenure, and Faculty Evaluation) of The Faculty Handbook.
- I am available to any faculty member for consultation and advice, as is associate dean Rachel Beane (rbeane@bowdoin.edu). Please feel free to reach out to either of us if you would like to discuss your reports.

Elizabeth McCormack, Dean for Academic Affairs
207-725-3578
emccorma@bowdoin.edu

Creation Date: **Monday, May 13, 2019**

How much did this course contribute to your education?

Name	Resp	Mean
Overall	43	4.43
American Political Thought	28	4.32
Muslim & Christian Pol Phil	15	4.53

How effectively did the instructor make use of class sessions to advance your learning?

Name	Resp	Mean
Overall	43	4.59
American Political Thought	28	4.64
Muslim & Christian Pol Phil	15	4.53

How helpful to your learning was the feedback you received in the course?

Name	Resp	Mean
Overall	43	4.48
American Political Thought	28	4.36
Muslim & Christian Pol Phil	15	4.60

Did you communicate with the instructor outside of class?

Name	% Yes	% No
Overall	76.74%	23.26%
American Political Thought	82.14%	17.86%
Muslim & Christian Pol Phil	66.67%	33.33%

How helpful to your learning were these communications with the instructor outside of class?

Name	Resp	Mean
Overall	33	4.69
American Political Thought	23	4.48
Muslim & Christian Pol Phil	10	4.90

How accessible was the instructor outside of class?

Name	Resp	Mean
Overall	43	4.73
American Political Thought	28	4.54
Muslim & Christian Pol Phil	15	4.93

What is your overall rating of the instructor as a teacher?

Name	Resp	Mean
Overall	43	4.65
American Political Thought	28	4.64
Muslim & Christian Pol Phil	15	4.67



2018-2019 (Fall 2018) - 2. Question and Course Report for 1011 Exercises in Political Theory (Michael Hawley), Fall 2018

Project Title: **2018-2019 (Fall 2018) Bowdoin Course Questionnaires**
Project Audience: **16**
Responses Received: **15**
Response Ratio: **93.75%**

Subject Details

DEPARTMENT Government and Legal Studies

SECTION

Report Comments

This report contains both numeric analysis and content of comments of the course questionnaires from Spring 2018 for the course identified above. This semester we conducted a study in which some students answered a different set of questions on their BCQ. If your course was included in the study, you will see responses from both the "Classic" and Experimental" BCQ questions, grouped and identified within the report.

As you review these results, I encourage you to keep in mind the following:

- Bowdoin Course Questionnaires are intended to provide you with useful feedback on your courses and to help you approach improvements or refinements in future courses. While student responses on these questionnaires can sometimes seem contradictory or different from your own experience of the course, I urge you to remain open to the issues and insights they might offer as you reflect on your own teaching.
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- With regard to course questionnaires, you may want to review Section V.L. (Procedures for Administration and Use of the Course Questionnaires) and Section IV (Policies and Procedures Governing Appointment, Reappointment, Promotion, Tenure, and Faculty Evaluation) of The Faculty Handbook.
- I am available to any faculty member for consultation and advice, as is associate dean Rachel Beane (rbeane@bowdoin.edu). Please feel free to reach out to either of us if you would like to discuss your reports.

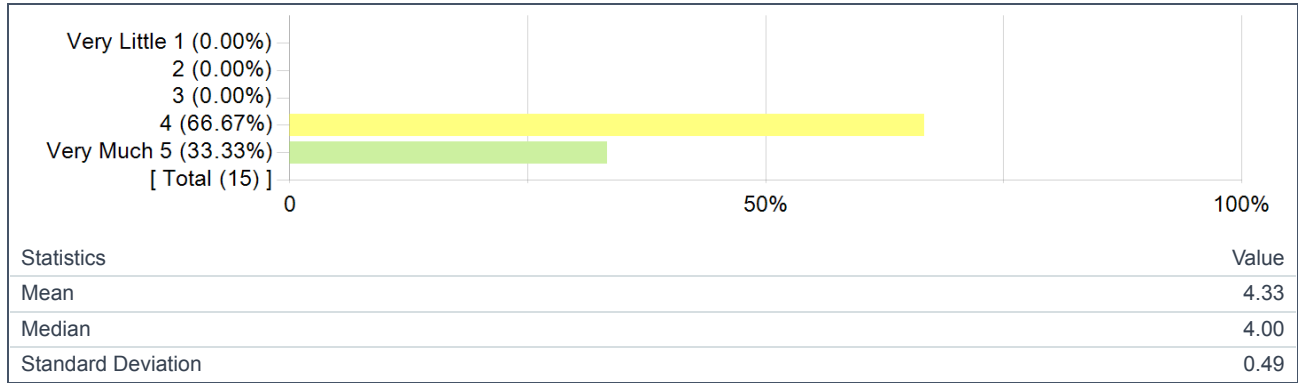
Elizabeth McCormack
Dean for Academic Affairs

Creation Date: **Wed, Jan 02, 2019**



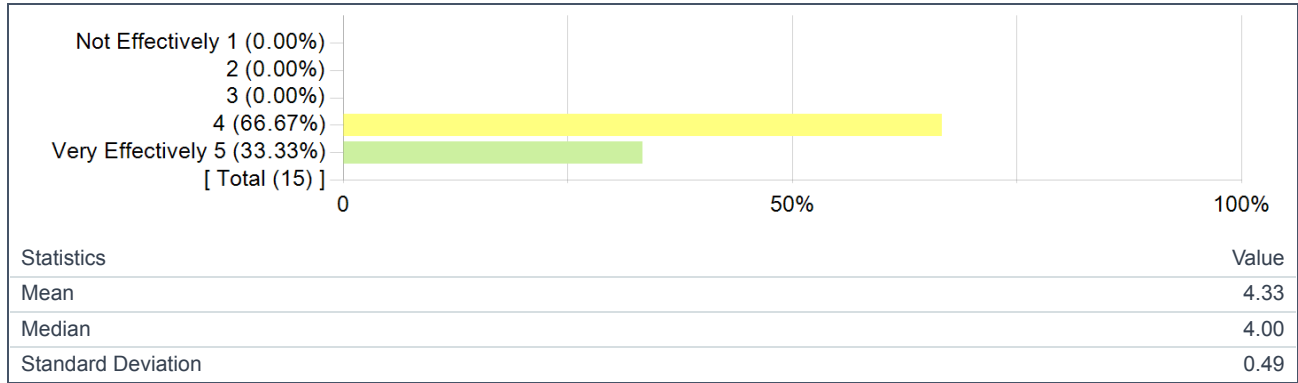
Frequency Analysis

How much did this course contribute to your education?



Comment
- I was unfamiliar with the material we covered in this course and found it challenging both to adapt to the material and also learn how to think critically for a political theory course. We often evaluated both sides of an argument, so I felt we handled a broad range of perspectives. My writing mechanics have definitely improved and I feel more comfortable reading theoretical texts.
- very helpful in learning how to critically read and respond. wish that there was a section on research papers...
- fundamental questions in political theory really allowed me to view the nature of the world through different perspectives (specifically, that of political philosophers). the content was conceptually challenging. I think having to really think and struggle through comprehending them helped me to be resilient in intellectual pursuits as well as excited to continue challenging myself to learn about more topics that are challenging. looking back, I do think I really benefited from that challenge, and I did end with a strong interest in not only the perspectives of the philosophers we read but also the perspectives of my classmates.
- This class was an excellent first year seminar. Prof. Hawley provided consistent tips for learning to improve our writing, and his reading selections gave us a good canon of political philosophy which we can build on in future classes. It was challenging, but certainly doable.
- It covered a great many perspectives and different philosophies, and gave a very strong basis. I'm not sure whether I want to continue in this field, but it definitely helped me to learn how to read dense texts more effectively and to think about things in a different way.
- I learned a lot about political theory concepts, especially since I didn't know a lot before, and I thought that the readings we had were very thought-provoking and interesting. Even though the readings were challenging, I appreciated that we went over them thoroughly in class and discussed questions we had.
- I did not really learning the content of the class, as I think it can be a little dry, and some of the discussions felt a little pointless, but I very much appreciate everything I have learned. Even though it may not be my favorite material, I think it is important to learn, so I am glad I learned it.
- I was consistently intellectually challenged in this class, and I feel that it has provided far more nuance to my philosophical outlook. However, I generally found the essays prompts fairly simple and didn't always feel challenged when writing.
- The highest value of the course came from its content; the thinkers we read over the course of the semester were all valuable and worthwhile. The class discussions, however, were perhaps a little less rigorous and challenging than I would have liked.

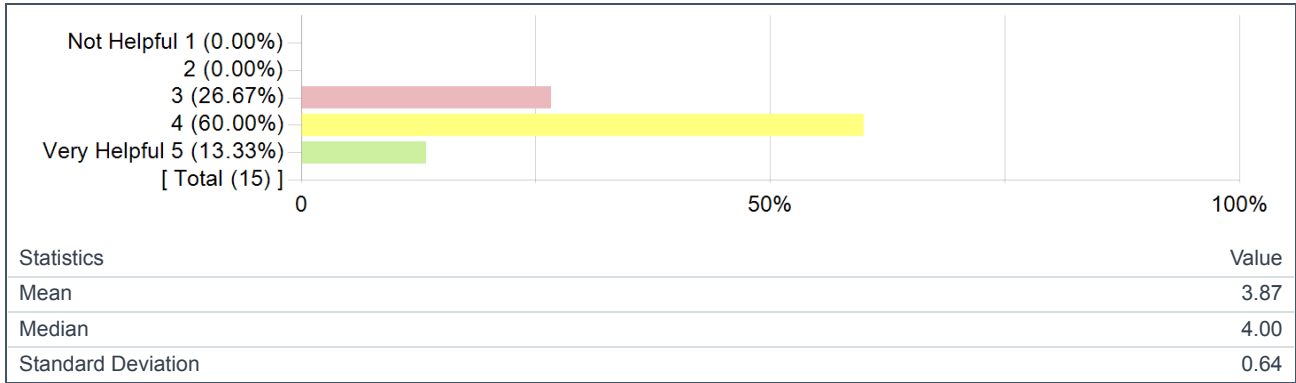
How effectively did the instructor make use of class sessions to advance your learning?



Comment

- We managed to hit the major points from our readings each class. Sometimes we had to pick up a few topics in the next course or ran out of time before everything was covered, but that was rare.
- classes were occasionally a bit long but usually were helpful and well led
- Open class discussion was very entertaining and helpful.
- sometimes we move fast through long, dense readings and I wish we had more time to go more in depth with the content... but then again, this is an introductory course to political theory, and I do believe my classmates and I received a very good survey of political thought
- we discussed philosophers
- In each class we discussed the meaning and implications of the readings in depth, which was the best possible way to learn about these philosophies. Prof. Hawley would give short, (4 mins?) helpful lectures to support what we learned.
- Class sessions were relatively unstructured (much more discussion than lecture), but I think it fit really well with the content that we were learning. It was really helpful to have a time to just interact with an instructor about ideas that he was very knowledgeable about. I think overall he struck a good balance between reviewing the readings and ideas and allowing the class to talk about things it was interested in.
- Discussions were always interesting, although it might have been nice to split up the time so the entire hour and a half wasn't discussion.
- I think a short break during the class could have been useful, as I found it hard to stay focused for the whole hour and half period when all we were doing was talking.
- Classes were generally interesting and productive, but always followed the same essential format and could have benefitted from a change of pace every once in a while.
- The large majority of class time was spent simply proceeding through texts page by page. I would have preferred to spend more class time discussing the context and implications of the ideas we read.

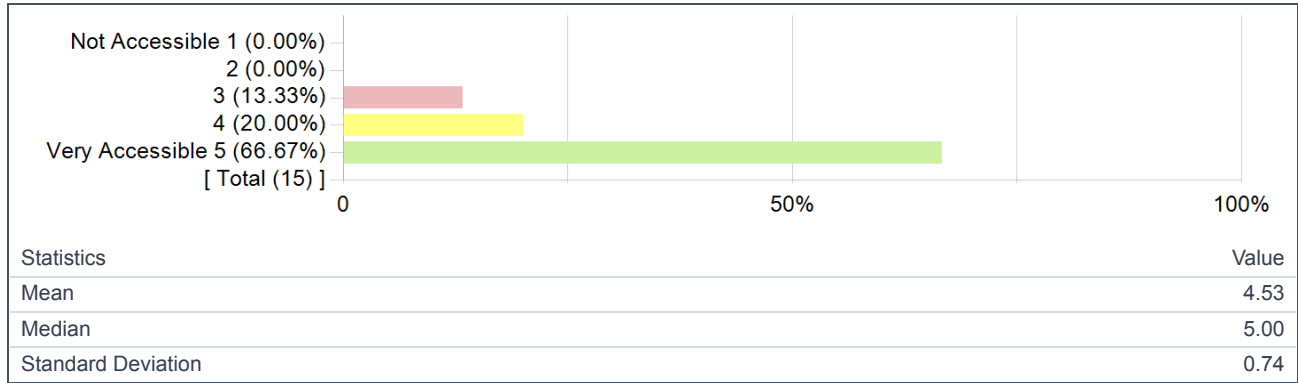
How helpful to your learning was the feedback you received in the course?



Comment

- He tells you specifically where your arguments failed in papers. In terms of class performance he offered helpful advice during office hours.
- comments on papers were useful and fair, I wish we had some more opportunities to use given feedback in work
- Papers were given comments, but comments didn't give any possible solution to that problem or example.
- I think, on my part, I could have reached out to Prof. Hawley more as a resource for help with my own writing. when I did go to office hours, and when I'd receive feedback written on my papers, Prof. Hawley was super helpful and clear with his response to and ideas about my writing
- medium rare
- The comments Prof. Hawley left on papers were helpful to improving writing for this and other classes.
- The feedback was fairly helpful, there just wasn't too much of it over the course of the semester.
- I thought Professor Hawley's feedback was really helpful, but the software he used to grade was sometimes difficult to use because I couldn't tell where his comments were since they were in the same font and size as the essay itself.
- The only kind of feedback came through comments on papers, which were somewhat helpful. While I found peer review very helpful, I think it also would have been useful to be if we were given the option to revise our papers, as it would have given me the chance to more easily see if I was making the changes and improvements to my writing that he was looking for.
- I definitely received some quality feedback on my papers, although I admittedly sometimes didn't bother to read the comments.
- Feedback on papers mostly pertained to their content; I would have preferred some additional feedback on the writing itself, especially its form and style.

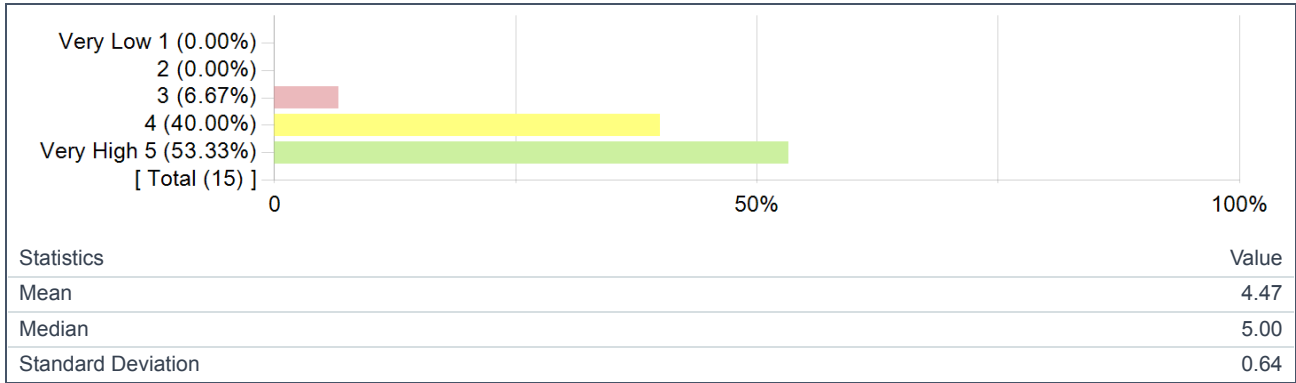
How accessible was the instructor outside of class?



Comment

- Office hours were accessible and useful. We also had a pizza party after class was finished for the semester.
- he made himself available for all manner of schmoozing
- Prof. Hawley was always available and accessible during office hours. He also replied to my emails promptly and helpfully.
- Available for meetings
- I went to office hours once to discuss his comments on a paper of mine, which was somewhat helpful.

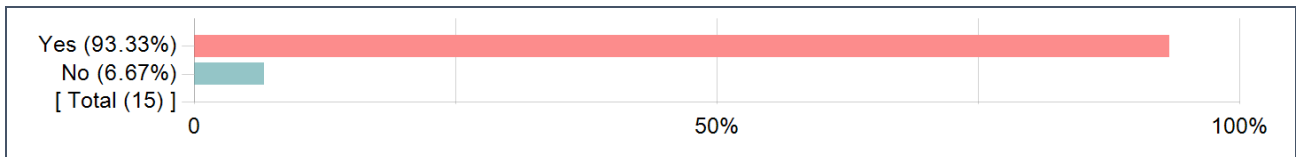
What is your overall rating of the instructor as a teacher?



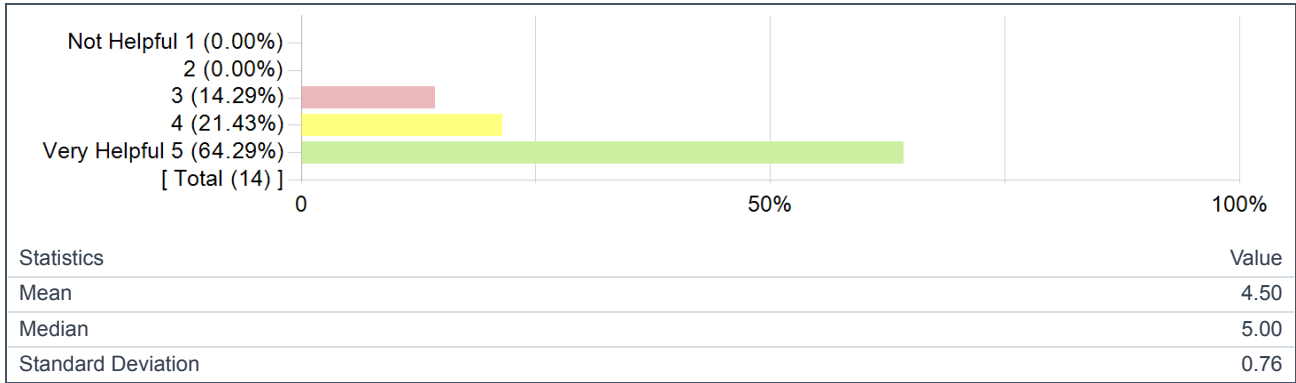
Comment

- knowledgeable on subjects and easy to talk to. enough that I was motivated to take a class with him next semester both because of his teaching and the class content.
- he's personable, and relates with our class well. he is really good at fostering discussions and getting us to dig deeper into the text, and, when we don't understand something, he'll help us get to that point
- pretty damn good class, especially as this was his first semester teaching here;
- I think that Prof. Hawley is an extremely talented new professor. Great with students, good at facilitating discussion, and helpful with writing skills.
- I really enjoyed the class and thought that the instructor was very interesting and engaging, and he obviously knew his stuff. He encouraged people to participate in his class, and it felt relatively easy to contribute in class.
- Lead class discussions well, answered questions, available for meetings, picked interesting readings
- Hawley seems very smart and I think did a really good job teaching, for his first time. I found myself enjoying the class more and more as the semester went on, which I think has a great deal to do with not only my getting more comfortable with the material and the class, but with his comfort in teaching as well.
- I really enjoyed this semester with Professor Hawley, who is clearly both very intelligent and committed to teaching. As alluded to above, I think members of our class sometimes struggled to stay engaged throughout the whole class period. On the whole, he was very good for a first year teacher and I expect him to continue improving.
- Professor Hawley is a very kind, thoughtful professor, who relates well to his students and encourages them to think for themselves. At the same time, the class seemed overly simplistic, and discussions almost always pertained to the content alone of what we read, with the teacher speaking in between student responses. I would have enjoyed more freeform discussion about the broader ideas and implications of what we read, as well as more concrete insight on effective writing. I recognize that this is Professor Hawley's first time teaching, so all told I'm very impressed with him. On the whole, I have enjoyed this semester and would recommend any of his courses to a friend.

Did you communicate with the instructor outside of class?



How helpful to your learning were these communications with the instructor outside of class?



Comment

- I would meet with him in office hours, we had lunch at the beginning of the semester, and I emailed him with questions about readings or assignments. The emails and office hour sessions were very conducive to my learning. Lunch made me more comfortable with him as a professor.
- Very easy to contact with questions or inquiries through email and office hours.
- It was super helpful. Some of the concepts are very dense and he has helped my understanding with those difficult concepts.
- he really helped me to develop my ideas for my essays!
- we lunched in october
- Very helpful during office hours and over email.
- Communicating outside of class allowed me to answer a few questions that I still had about the readings and filled in some gaps I would have otherwise not understood. I think it was also helpful in making me feel slightly more confident about papers and assignments.
- I met with him to go over a paper, which helped me see how I could improve my next paper.
- Professor Hawley was friendly and helpful in office hours.
- Professor Hawley tries to be extremely helpful to his students, and is kind and supportive of them when they seek him.

What did you like best about the course? What suggestions would you offer?

Comments
I would like a bit more freedom or choice options for essays. Sometimes the prompts felt restrictive or did not allow for me to write about what I personally enjoyed in the reading.
Reading selections were all very interesting although dense at sometimes and could take hours to go through. Almost all of the selections we read were from European scholars, it would have been nice to engage with different mediums or regions. Perhaps letters or speeches instead of books. Also from peasant and working class perspectives. Maybe a non-Western text.
All assignments were reasonable and we had ample time to complete them.
I greatly enjoyed the Socratic method of teaching implemented by Professor Hawley. I also liked the length and open-ended nature of the essays. I would suggest a decrease in the number of readings as we could not go as in depth in each particular work as I would have liked.
I really enjoyed the course content and instructor. The assignments were fair and useful and the class meetings helped clarify the work. The assignments were well structured and straight forward although I wish we had an opportunity to engage in a research paper beyond the immediate coursework.
The readings were very interesting as were the class discussions. Prompts were also very interesting and fun to write. I would suggest giving more in depth comments and providing examples on how to make them better and maybe even giving a little bit of time to class to discuss a classmates paper that was good and one that could be better. Also felt like sometimes he would just give his own interpretation of the text as truth, when I feel like when discussing philosophy like this there could be multiple interpretations.
I like how the course is structure.
we went through A LOT of material in a short period of time. sometimes, consistently finishing the readings was difficult, and sometimes frustrating if we only spent one class on it. I think this is just how I personally feel about transitioning into college classes—and, in this way, this course helped me to get accustomed to college-level work and pace. one specific thing: we had reading responses due at midnight the day before our class, which started at 2:50pm. I think as a whole our class would appreciate also having the morning before class to do these reading responses just due to the scheduling of the class.
My favorite part of the course is the readings and discussions we had.
pretty well paced
What I liked best about the course was the Rousseau and Plato readings. I appreciated the pace of the course because it didn't underestimate the class, but also didn't go at an unbearable speed.
I really liked the conversational nature of the course and the fact that a lot of times we were just talking things through as a group. I think the fact that it wasn't incredibly formal in class made it easier for me to understand things and engage with the ideas. Obviously we aren't going to understand all of political theory in one semester, so it was nice that the professor allowed the flexibility to explore the concepts we were most interested in rather than always sticking to some predetermined set of things that he thought we should know. I do think that a little more freedom in the discussion posts could allow for some better conversations. If we had some incentive to continue to comment on readings after class, I think that could continue some interesting discussions that we didn't quite get to in the class time. I often felt like I had more to say after talking through things with other people, so it would have been nice to have the chance to go back and comment on the ideas with that new perspective. Also, I think maybe throwing in some smaller, lower stakes writing assignments throughout the semester could have allowed the opportunity for us to receive more feedback and try new approaches to writing essays about political theory. The topics of the four essays we had were interesting and I definitely think those were good, but adding in some smaller, more informal explorations into more specific aspects of the readings could have been helpful both content and feedback-wise.
Readings were interesting and mostly not too much, discussions were insightful, essay questions were interesting
I think we spent too long on the ancient philosophers. I understand how important it is to have a good grasp on these ideas, as everyone else we would be reading would have read Plato and Aristotle as well, but it was not an interesting way to start the year, and did not get me excited about the course, which I think affected how much effort I was willing to put in for the rest of the semester. It was also difficult because for a while we did not have much to compare the ideas we were reading about to, which is what I find as one of the more interesting parts of philosophy. I also felt like we spent so long talking about Socrates and Plato, and then kind of just stopped talking about them, which was a little frustrating. Aristotle at least came up quite frequently in most of the other works we read. Finally going off of this, I think there could have been a little more cohesion throughout the course.
I mostly liked the readings and I wouldn't make significant changes. As said elsewhere, the structure was a bit formulaic. In a certain sense, the essays all felt the same (comparing two authors). Some variety would have been nice.

Please describe your own level of effort in this course.

Comments
I spent an average of 6 hours outside of class doing readings and responses per week. Whenever we had papers those could take around 8–10 hours, but those were split over a 3–4 day period. This course was the one that I spent the most time and effort in this semester, mostly trying to understand the material.
I put in a large amount of effort for this class.
I put a strong level of effort into this course. All assignments were completed to the best of my ability.
I think I gave a great amount of effort with my input in class discussion as well as work on my papers.
My level of effort was very high in this course.
I tried my best as I always do. sometimes it just so works out that you can't finish the reading, or you can't spend so much time reading the text in depth. I always read and participated to the best of my ability based on how my other work / outside commitments were balanced.
I definitely put considerable amount of work into this course including reading and writing, but generally it is in an acceptable range.
medium well done
I put a lot of effort into this course!! I always edit my papers extensively, try to do well on each reading response, and did all but one of the readings over the semester.
I feel like I put in a decent amount of effort into the course, and having to write reading responses ensured that I did most of the readings. I did notice that I was a lot more engaged in class when I had really done the reading closely, but I didn't always have the time to do that.
I made an effort to do all the reading and spend time on my essays, so I feel proud that I invested time in that. However, I could have met more with Professor Hawley since I sometimes had questions about the readings/essays
My level of effort was not very consistent. Sometimes I tried really hard and sometimes I did not, which mostly had to do with how interested I was in the material at the time.
I did the readings and put a good bit of effort into reading responses and essays.

Project Title: **2019-2020 (Fall 2019) Bowdoin Course Questionnaires**

Courses Audience: **37**
Responses Received: **33**
Response Ratio: **89.19%**

Subject Details

DEPARTMENT

Government and Legal Studies

SECTION

Report Comments

This report contains both numeric analysis and content of comments of the course questionnaires from Fall 2019 for the course identified above. As you review these results, I encourage you to keep in mind the following:

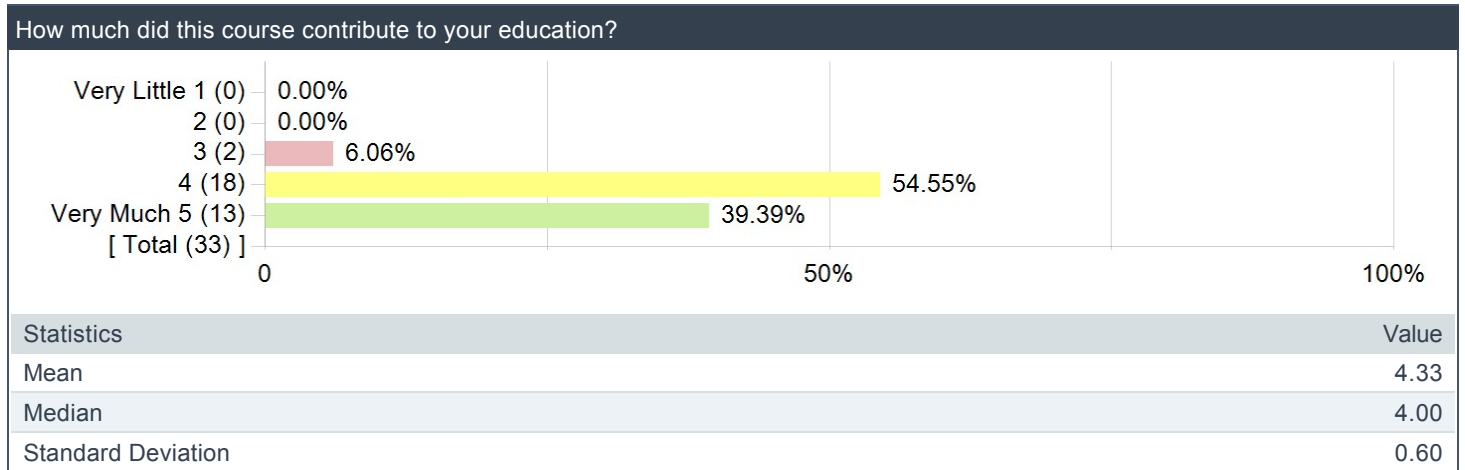
- Bowdoin Course Questionnaires are intended to provide you with useful feedback on your courses and to help you approach improvements or refinements in future courses. While student responses on these questionnaires can sometimes seem contradictory or different from your own experience of the course, I urge you to remain open to the issues and insights they might offer as you reflect on your own teaching.
- Your department chair/program director will also receive access to your reports and is encouraged to follow up with you to offer support and guidance in interpreting these results.
- You should keep your reports in your files. For tenure-line faculty and continuing lecturers, course questionnaires are an important part of the evaluative process and will be included as part of the reappointment and promotion reviews, as well as any subsequent reviews. For visiting and adjunct faculty, these may be important to your candidacy for future positions.
- With regard to course questionnaires, you may want to review Section V.L. (Procedures for Administration and Use of the Course Questionnaires) and Section IV (Policies and Procedures Governing Appointment, Reappointment, Promotion, Tenure, and Faculty Evaluation) of The Faculty Handbook.
- I am available to any faculty member for consultation and advice, as is associate dean Rachel Beane (rbeane@bowdoin.edu). Please feel free to reach out to either of us if you would like to discuss your reports.

Elizabeth McCormack
Dean for Academic Affairs

Creation Date: **Thursday, December 19, 2019**

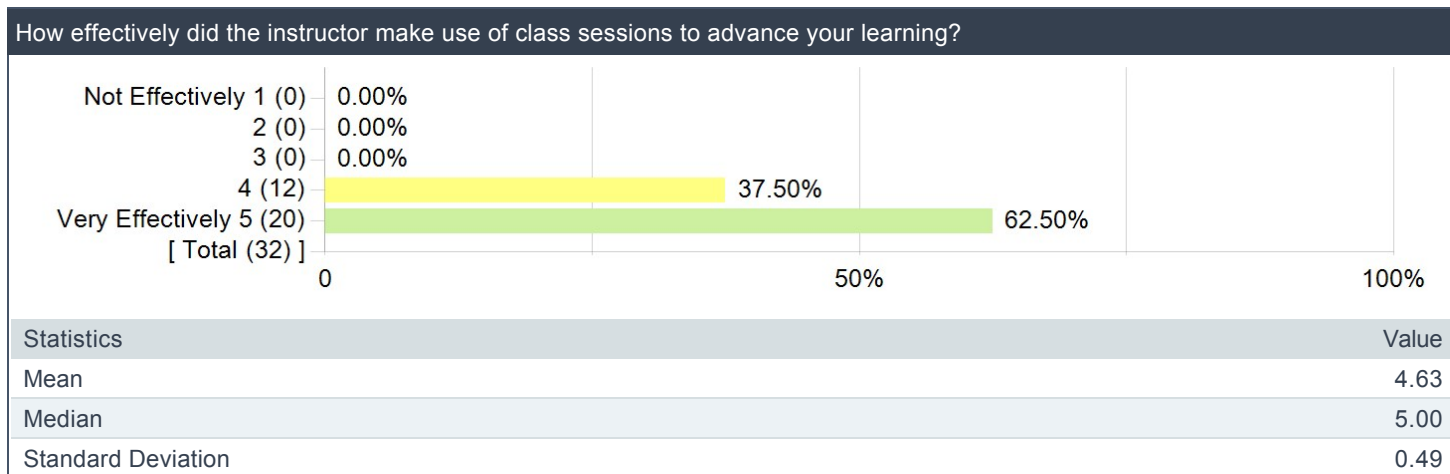
Frequency Analysis

How much did this course contribute to your education?



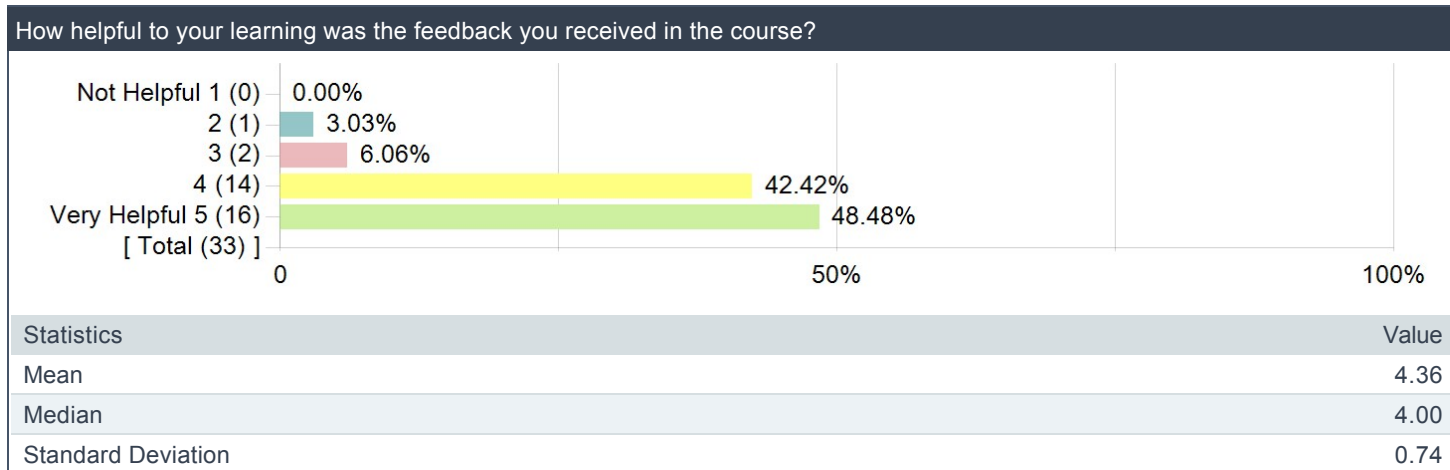
Comment
- It was great
- I really liked the material we covered, and like the way that class worked, developing the readings, but more group discussion could have been helpful to develop our ideas and opinions.
- This course exposed me to political theory texts I had never heard of and class lectures/discussion expanded the way I thought about these texts
- Although I only took this class to fulfill my political theory requirement for the Government & Legal Studies major, this course contributed greatly to my education!
- It was really interesting and I enjoyed it im just not really sure what I'm going to do with it, but it has started some pretty fun arguments between me and my friends
- I took this course for my theory req, but did find our discussions of different theories to be a useful in many areas. The ability to look at other issues from a theory perspective is good for big picture analysis.
- I learned a lot. Each class and reading forced me to push myself academically and I was constantly being pushed intellectual.
- I definitely was exposed to a bunch of new ideas because I have never studied political theory/philosophy before. The course readings were dense and challenging, and I learned how to identify the most important information of the readings.
- This course gave me an excellent overview of five central political philosophers. And the framework of liberalism was a good way to bring them all together.
- Yes I was finally being taught what we were reading on which provided much clarification as many of these works can be hard to discern.
- I had never taken a political theory course and so it was super interesting to me. The discussion we had in class were really in depth and covered A LOT of ground, and introduced me to a lot of new ideas
- This course has challenged me intellectually, it has really forced me to think outside of the box. I think this course has also challenged my writing and the way that I structure an argument.
- Liberalism and Its Critics is a great course that prompts students to think deeply about questions that are often taken for granted. I really enjoyed how all of the authors are put in conversation with each other. The class builds off of itself and helps students to grow and learn.
- I think this course covers the fundamental authors you are "expected" to read before you graduate. The content is challenging but important. I wonder why we did not cover Hayak.
- This course challenged my views and gave me the tools to establish new ones. Professor Hawley in particular is an amazing lecturer—he has a knack for explaining (without simplifying and reducing) even the hardest theorists' works, and gives ample time for students to discuss and ask questions. His feedback on papers was informative for not only the task at hand but for my writing in general.
- I learned about the thoughts of important philosophers like Burke, Tocqueville, and Nietzsche. I grew intellectually in learning how to make political theory arguments in a logical way. The essays were a challenge for me but i learned a lot in the process. Overall, the class exposed me to the realm of political theory, historical debates on liberalism, and helped developed my skills in thinking critically in this field.

How effectively did the instructor make use of class sessions to advance your learning?



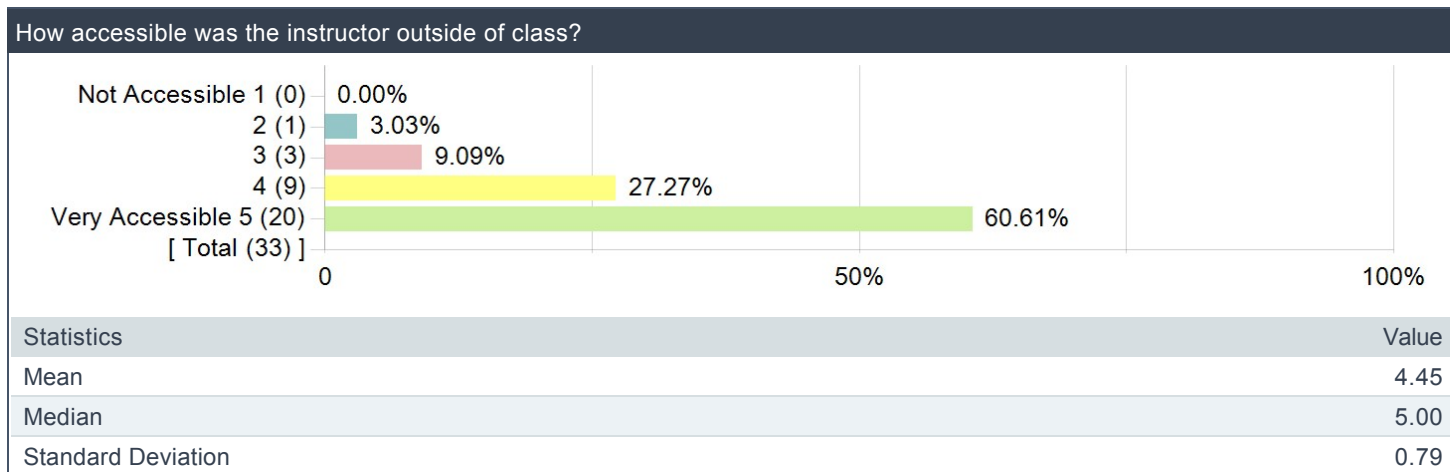
Comment
- We covered a lot of material each class that was very relevant
- 70% lecture, 30% discussion.
- Went over readings and tried to go more in depth at what they were getting at
- Class was effective in helping me to understand complex readings and adding new perspectives through class participation
- Although each class was a lecture, Professor Hawley made it quite enjoyable to come to class everyday and helped us navigate difficult material. He made each class session manageable and advanced our learning every day.
- lecture was always consistent
- Prof. Hawley is always on time and uses all of class to help decipher often difficult readings.
- Class time was used PERFECTLY. Engaging with the reading and even delving deeper than the literature. Truly the best use of time.
- Professor Hawley is a very engaging lecturer and helped us make sense of all of our very complex and dense readings. I felt like I understood almost everything once he was able to talk about it with our class
- Professor Hawley has a knack for synthesizing the readings in a very compelling, easily-to-understand. He incorporated student questions and comments into the discussion with great skill. Additionally, he brought out the aspects of each text that challenged our viewpoints as people with mostly liberal values. My one criticism is that he could have limited the number of fairly basic identification questions he asked to students during lectures. Without as many of those questions, his lectures would have flowed a bit better and we could have spent a bit more time on discussions pertaining to deeper analysis.
- He explained the readings in great depth as well as asked us questions that allowed us to make inferences on what the authors were discussing about.
- Always used the full class time. I think he does an excellent job of facilitating discussion.
- I think that Professor Hawley has made use of class but I think that most of the time we discuss the readings which is good, but I think it could be done with less talking but more discussion based because of the difficulty in the readings.
- Professor Hawley's lectures are organized and thought-provoking. He includes a good amount of class participation and always allows for students to pose questions and engage critically with the texts.
- Professor Hawley is very good at keeping the class engaged and motivating students to participate. Sometimes he tries to cover too much in one class, and then we run out of time.
- Professor Hawley was very good about timing lectures so that we would cover all (or almost all) of the reading for the class period, without making discussion sections of the class stilted or unnatural. Any material missed would be made up for in the next class.
- Professor Hawley's in-class lectures are very informative. However, class discussion could be more engaging.

How helpful to your learning was the feedback you received in the course?



Comment
- Once we wrote papers and got feedback, we just kind of moved on. I wish maybe we had gone over in class the trends and common mistakes that he saw in our papers to clear things up for us.
- Hawley is very helpful in Office Hours, specifically when discussing essay ideas
- Feedback would be helpful on the reading responses to see what I am doing properly or improperly.
- Helpful, but sometimes I thought the paper feedback was fairly specific given such vague prompts with very little guidelines
- Hawley left very helpful comments on our written assignments. I used the feedback in these comments to improve with each paper.
- Although there were very few opportunities for feedback, the two essays I turned in prior to writing this BCQ were concluded with sincere and helpful feedback.
- Essay feedback was helpful and fair.
- Feedback was in-depth.
- His comments on our essays were very helpful and I was able to use them to do better on the next essays.
- Professor Hawley's feedback for essays was great! He honed in on whether my arguments were logical, regardless of their content.
- He has helped provided more clarity and direction when I was lost and did not know how to start my paper
- Super super helpful. Prof Hawley gives very specific feedback on all our essays. I especially like the feedback format where we get our feedback first then see the grade. Forced me to re-examine the arguments i made in the papers
- Professor Hawley provides detailed feedback on papers that deals with both writing mechanics and content. However, I find the email feedback system for papers to be a bit stressful. I might prefer receiving hard copies of papers instead of digital.
- The feedback is helpful.
- Professor Hawley was meticulous in his overview of submitted papers and would give constructive and useful feedback. His advice has helped improve my understanding of the texts, sharpen my analytical skills, and tighten up my writing mechanics to ensure precise, convincing prose.
- Professor Hawley takes the time to write comprehensive comments on my essays, which are very helpful.
- Professor Hawley always graded our assignments promptly and gave encouraging feedback and ways to improve in our work and approach a challenge.

How accessible was the instructor outside of class?

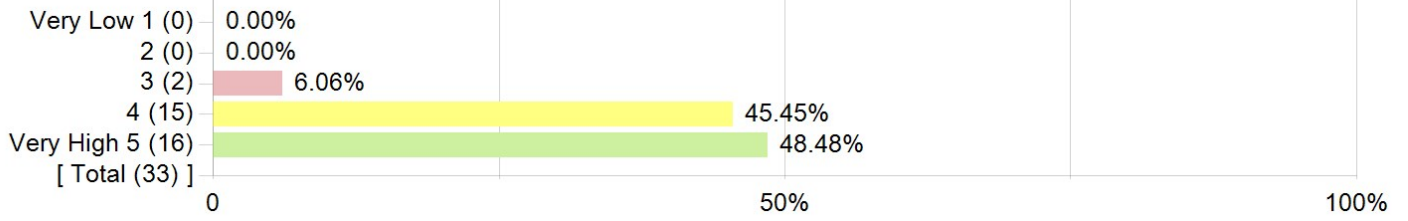


Comment

- Scheduling office hours can make it hard for people to drop in
- He was very accessible through email and through office hours
- Very accessible
- He responded to emails and was helpful during office hours.
- Always extended office hours, and when they didn't match up with times I could meet, we found a time that did.
- He is very open with times to meet and is available if you cannot make his office hours.
- Very easy to set up meetings with, one of the best professors at bowdoin in this regard.
- Professor Hawley always made office hours accessible and would accommodate when needed. He was also a great person to talk to during office hours, as he would be informative and not intimidating, which really added to my enjoyment of the course.
- Most of the time, I am able to meet Professor Hawley outside of class to discuss questions I have. He could be more understanding in terms of giving extensions given valid reason.

What is your overall rating of the instructor as a teacher?

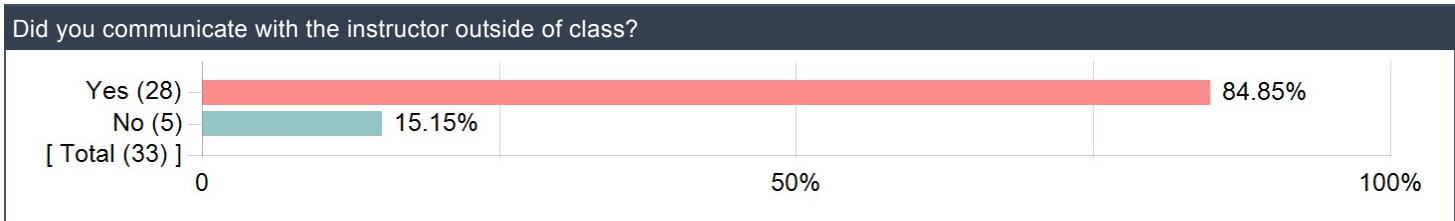
What is your overall rating of the instructor as a teacher?



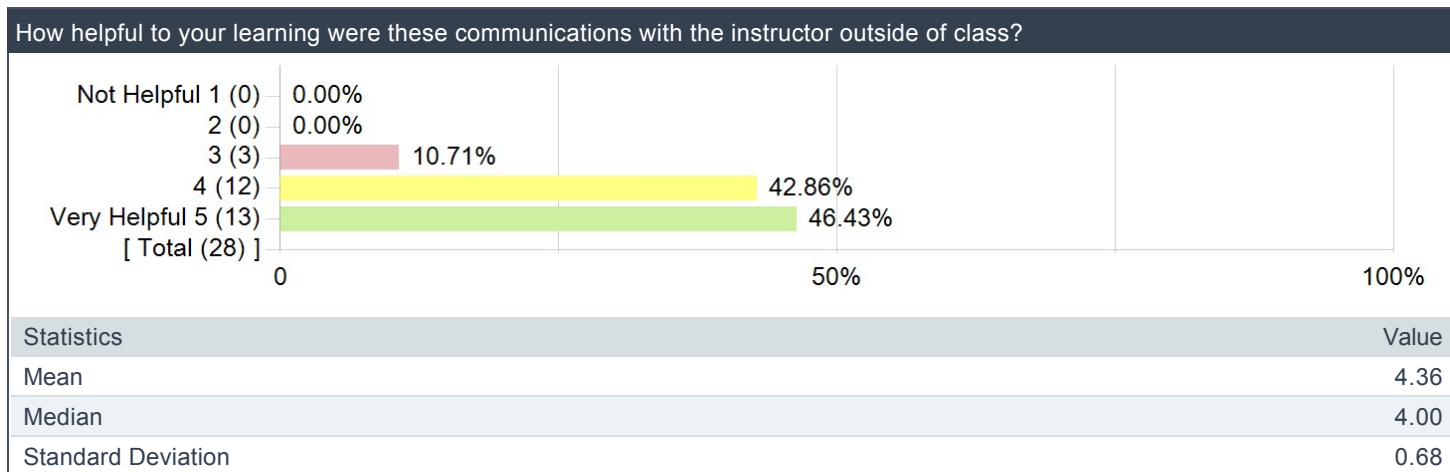
Statistics	Value
Mean	4.42
Median	4.00
Standard Deviation	0.61

Comment
- I appreciated that he was very straightforward with the course expectations and that class lectures were consistent
- Very knowledgeable and able to break down material into understandable chunks.
- I think Professor Hawley is one of the best professor's i've had during my time at Bowdoin because he's passionate about his work and uses class time effectively.
- Well-organized lectures moved at a good pace, made some material that I found very difficult digestible.
- Professor Hawley was able to make me understand political theory texts (and I'm someone who doesn't understand political theory). He was a very effective teacher.
- Excellent!!! Made a class that I thought was going to be absolutely miserable quite enjoyable and thought provoking. I am a current senior and he is by far one of the best professors I have had here. Please give him a full-time position!!!
- Super interesting to listen to and made really heady content very accessible and encouraged our own responses
- Despite the often hard to read material, Prof. Hawley does a great job of explaining keep points and making things interesting where they would not be otherwise.
- I wish the professor gave more in Office Hours. Instead of filling the blanks of what I am missing, he just points out the holes. Would have appreciated more guidance in where to find the missing information.
- He makes a difficult class very digestible and engaging. I am very happy that I took my political theory class for the Gov major with him. He is young, relevant, and very informed.
- Hawley is a superb professor! It was a pleasure to be in his class. His lecture style and incorporation of student discussion into class time are two of his strengths. Conversations during office hours are also quite enlightening. The reason I gave Hawley a 4 and not a 5 is because of the criticism I gave earlier that concerned his overuse of questioning students for basic facts about the text.
- Professor Hawley has a refreshing take to the role as a teacher at this institution. Many of the professors do not go into great detail about the readings and as such it is hard to apply those readings to those lectures if they are particularly dense. This class style has no fear of that as they lectures are based around the readings
- Super facilitator of discussions in class. I just wish there was some other ways to participate/small group stuff/talk to your neighbor stuff because the class is really big and for some people this is intimidating to participate.
- I think Professor Hawley is a valuable member of the Government Department. I wish that he could continue to teach at Bowdoin after this year.
- Very extensive knowledge of the content, vary open to exploring counter agruements. Exceptional presentation skills, especially for a young professor. Also great sense of humor.
- Professor Hawley is one of the best professors at Bowdoin and a gem in the government department. His teaching is excellent—there is so much to be learned from him and his communication style is clear and engaging. His personality further adds to the engagement, as he is somewhat humorous without making it distracting during class periods. He is clearly deeply engaged with works of political theory in a way that allows him to synthesize useful analysis about the works we learn in class based on students' questions and interests—he is never caught off guard, even when speaking about a topic that isn't on syllabus/plan for the class. Finally, there is much to be said about his qualities as a professor. There are many professors who are obviously intellectually qualified for the job, but are unable to effectively communicate their intellect. Professor Hawley is the opposite of that—he clarifies concepts without ever "dumbing it down" and keeps topics engaging and relevant to all. The government department, as any other college's political studies department, could gain much from having Professor Hawley on their faculty as a full-time professor.
- Professor Hawley is helpful, encouraging and passionate about the materials he teaches.

Did you communicate with the instructor outside of class?



How helpful to your learning were these communications with the instructor outside of class?



Comment
- As long as you come in prepared to talk to him, he will be very helpful.
- He asked me questions during office hours that really made me think about my argument in papers and helped me work through some of my less-developed ideas
- Prof. Hawley was very helpful in helping me outline my papers and make sure I was headed in the right direction.
- Fairly vague in office hours and only gave me more questions when I went in to get answers. I understand that is part of learning, but also a little more direction and blunt responses would have been beneficial to my understanding of the material.
- Professor Hawley was the most helpful teacher I have had at Bowdoin when it came to his office hours. He really helped me develop my ideas for papers and rewarded my subsequent development of those ideas.
- I needed to reschedule my final exam and he was very quick to respond and help me figure out a solution!!
- I felt he would withhold information, instead of pointing out I was missing. I would just acknowledge that I don't have the full picture.
- He answered my questions via email and during office hours
- He has helped me with papers and gave me the direction I needed.
- Very helpful in pushing my thinking and facilitating the way I was thinking about the essay.
- I think the communication was helpful.
- Professor Hawley has always been helpful to meet with outside of class. It is clear that he cares about his students' intellectual growth.
- Willing to work through ideas with you, and answer questions.
- Professor Hawley is always useful in office hours and makes the environment seem welcoming. He is willing to expand on concepts covered in class or go over them again. He is a great person to speak to and I always look forward to our meetings.
- The times I was able to meet with Professor Hawley during office hours were very helpful in terms of addressing my confusion about topics in the course. He has also been clear in communicating his expectations for us in this class.
- He always gave good feedback and clarified anything we did not understand.

What did you like best about the course? What suggestions would you offer?

Comments
I liked the structure of paper assignments and the opportunity to participate in the discussion forum.
The readings were great but I wish our discussions in class were a bit better. Maybe it's just the nature of the reading being confusing, but I want to see some spicy discussions in class—like I like having conversations that look at the reading in a critical way, instead of just summarizing the content.
liked best: the papers suggestions: none
I liked that assignments, readings, and the structure of class were consistent throughout the semester. We moved a little fast at points but Professor Hawley would frequently stop and ask if people had comments, counterarguments, or questions if something wasn't clear.
I like the mix of lecture and discussion, Hawley leaves enough time for thoughtful debate/discussion with classmates.
I enjoyed comparing and contrasting different political philosophers. I thought the pace of the course and organization was good as we went over the readings for homework the class it was due. This helped me better understand the readings.
It tends to be better when essays are due on a weekday or class day, not Sunday.
I wish we could have written an essay more focused on Mill.
Hawley sends papers back by providing our marked up and edited drafts without the grade. Students then have to request the mark from Hawley by email. I understand the pedagogy here, and it's hard to argue with the rationale. This said, I find the process incredibly stressful. It's not an exaggeration to say that I am literally crippled by anxiety during the waiting period between receiving the comments and receiving the grade. I check my email literally constantly—it derails my entire day. This might be unique to me, but I suspect that it's not.
The lectures were my highlight of the course. Prof. Hawley does a great job of keeping the class entertained and engaged, while giving room to flesh out difficult ideas. The course had a good pace, although I wish we could have spent more time on Marx and Nietzsche and less on Tocqueville and Burke.
I liked how much he would explain about the readings in the course because they were confusing and complicated
I enjoyed the readings and the class discussion.
I think that the pace and structure of the course are great. The authors are presented in a logical order. I like the paper structure as well.
I like how Prof. Hawley is very good at explaining course material and tying it to liberalism. He is engaging and quite comedic.
I really liked Professor Hawley's lectures. He was very engaging and did the best job of any professor I have had at Bowdoin at fostering beneficial class discussion.
I liked the readings, I thought they offered very different perspectives on our class material.
I liked the books we read, and the order that we read them in. The paper topics were good and allowed me to build off of class discussion and engage deeply with the texts. I especially loved the opportunity to write discussion posts as class participation.
I thought I was honestly going to hate this course, but Professor Hawley made the experience quite enjoyable. He choose five very different authors who had many similarities as well as many distinct differences. I think the course has to be lectured-based, given the nature of the material, but it might be fun to mix in a different style of teaching the material every once in a while (maybe through a debate, a group project, etc). Overall, awesome class taught by an even better professor!
I really liked the format of class— good conversation without pressure; opportunities to participate online outside of class are nice for the intellectually intimidated (me)
I felt like pacing was good, although the turnaround between the 2nd and 3rd papers seems short. I am also uncertain how effective a sit down, written exam will be for this type of class since having the text available is so important.
Great fluidity, great structure and engaging course material.
The readings were sometime hard to get through...but that is the nature of the readings, and nothing that Professor Hawley could have done differently. His lectures were very helpful, and they made it easier for me to understand the topics of the readings. The pace of the course was fast, but manageable.
I liked how the this course was structured around liberalism, considering it from a very diverse range of critical perspectives. We made countless amongst philosophers, which enriched my experience in the class. I thought Hawley's essay prompts were good in that they asked us to compare different philosophers. However, sometimes the prompts were quite straightforward. They could have been a bit more complex.
I enjoy the fact we go over the readings in depth. However, it would be cool to see a semi Socratic method being implemented in this class. Also instead of writing down our responses it would be interesting to allow for recordings to be an option as well.
I think the blog posts are a good way to force people to stay engaged, I liked the texts we read, and I liked how there were two prompts we could choose from with the essays. I cannot comment on the exam, as we have not had that, but I will say it is an

Comments

intimidating thing to think about, especially because of how hard the essays have been conceptually to think about. I also wish there was a way to get more people involved in the discussions.

I think this course pushed me to understand older philosophers and their political views. I think it challenged my learning for the better. I think that the pace of the course was a bit too fast sometimes and it felt as though we were trying to fit 30 pages of readings into the last 3 minutes of class— this felt rushed and by the time this came around it was hard to retain this information. I would suggest a different way of structure.

I think the course structure worked well. We focused on one author at a time to gain a meaningful understanding of each of their philosophies. The amount of reading was always reasonable, and the timing of papers made sense.

I know that this class is kind of against powerpoints, and I respect that. However maybe a hand out regarding the themes/topics we are supposed to keep in mind regarding each author, or the important points of the readings, sometimes it is hard to define the overarching themes of this course.

The course provided a good overview of the political philosophers related to liberalism, either as supporters or critics. Given the limit of a one-semester course, it was structured well to ensure we got a good variety of viewpoints and spent enough time understanding each of them. The assignments helped consolidate the material learned in class and probed further thinking into questions we started asking in class.

My favorite aspects of this course are the reading materials as well as the essays. The essay prompts really prompted me to try to understand and engage with course materials on a deeper level.

In America, especially in Southern Maine, and, in Southern Maine, especially at Bowdoin, liberal ideology is the most prominent method to analyze issues. This class has been invaluable in understanding some important critiques, and, more than this, has helped flush out what is good about liberalism as well. The readings in this class have helped me understand how important knowing both sides of an argument is when trying to find the strength of a claim— and the readings themselves have all pushed me intellectually; a great combination.

I would suggest that Professor Hawley find better ways to foster class discussion; there is less facilitation of critical debate between students. Professor Hawley could do better by posing more open ended questions and having students work through these.

His summaries and contextualization of the texts and movements, however, were very clear and made engaging with the work productive and satisfying. His prompts were also very clear and very well thought out.

I liked the balance of the essays and readings. However, I wish we had more exam prep for this class considering we only wrote papers throughout the year.

Please describe your own level of effort in this course.

Comments
I put in significant effort in this course. I spend a long time on papers and lots of time trying to understand the readings before class.
I tried hard, like actually did the reading and I tried to participate in class to improve my understanding of the materials
medium
I put more effort into this class than in my other courses. Having to do reading responses 8 times throughout the semester was incentive to complete the readings.
This class requires a good deal of work for essays, but readings are always about 30–40 pages long so that is manageable
I put in a good amount of effort as this material does not come easily to me. The readings were sometimes lengthy.
High
I participate a fair bit (more than the average, but nothing exceptional) and almost always do the readings.
My level of effort was relatively high, but a difficult course load has kept me from giving 100% sometimes.
As much as possible
I put in a great amount of effort in this course.
Moderate
I often didn't start papers early enough. I did the vast majority of the readings but usually did not reach out when I didn't understand something.
I did the readings and assignments.
I worked very hard on papers in this course, participated often, and went to office hours multiple times.
I tried my best and put forth maximum effort.
I attended all of the classes, wrote all of my discussion posts, and put a lot of effort into writing my papers
I honestly skimmed most of the readings since I am taking three government courses and intermediate microeconomics this semester (all four classes are major classes since I am double majoring), but made sure to come to almost every single class ready to take notes and try to fully understand the material. Moreover, I spent a lot of time on the three essays because I found the essay topics incredibly interesting and wanted to engage more with the material we have read throughout the semester. I put in a good amount of effort into the class and it was worth every second.
Professor Hawley is simply amazing and he should continue to teach here at Bowdoin long into the future!!
I did actually all of the reading— all of it was useful and interesting
I completed all work and paid attention in class. I wish I had participated more in class, but often needed Prof. Hawley's explanations before I felt confident to discuss my own interpretations.
HIGH
I did the readings, took thorough notes in class, and tried my best to be engaged and participate. 95% effort out of 100% I would say
High
I'd like to say that my level of effort in this class is relatively high.
I did most of the reading, definitely missed some reading. But most of the reading for when it is due, and when it was not, I read it for the paper. But honestly the class discussions were often enough to give my essay enough evidence, which began to disincentivize doing the reading.
I put a lot of effort into this course. It was a challenging class but it was overall a good class to take because it was one of the first government classes that kicked my butt, but it was a good class to take. I think that this course pushed me to understand a different part of politics.
I put a lot of effort into this course.
This class is challenging, and covers challenging content.
What was required of us for each reading assignment was neither too much nor too little—the length of the readings were always an appropriate amount. The material presented was done so in a very engaging way, and so I found myself wanting to put more effort into really dissecting the readings and participating in class.
I dedicated a lot of time and effort to this class because of the dense readings. I feel more comfortable in terms of reading theory texts at the end of this class.
B level effort: Done 85% of the readings and have participated in class regularly.
Very high
Although I took this class for my political theory requirement, I always engaged with the content and was excited to learn!



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Student Comments Report

Instructor:	Hawley, Michael C.	Term:	Spring 2018	Response Rate:	100%	Credit Hours:	3
Enrollment:	11	Respondents:	11				
	<u>Title</u>	<u>Course / Section #</u>	<u>Division</u>	<u>Department</u>	<u>Campus</u>	<u>Level</u>	
Primary Listing:	Hobbes and Spinoza	POLS 60679-01	SS	POLS	Main [M]	6+	

Question List

Reference #	Question
U1	Please comment on how well the activities, readings, lectures, and assignments helped you learn in this course.
U2	Please identify what you perceive to be the greatest strengths of this instructor's teaching.
U3	Please identify areas where this instructor could improve his/her teaching.

Student Responses

Reference #	Student #	Response
U1	2	Great
U1	5	N/A
U2	1	I am impressed by his ability to understand difficult texts and teach them at the graduate level, given the limited time that he had in preparing for the class. His lecture was excellent. He is fair-minded, serious, and thought-provoking.
U2	2	It's great. He's a good dude.
U2	3	Always prepared and remarkably adept at responding to questions on the spot. It was hard to believe that this was his first teaching experience. He will make a great professor at Bowdoin the next two years and then after, wherever he eventually ends up.
U2	4	Professor Hawley brought out the logic of the arguments in the text with great clarity and precision. He always kept the conversation at a pace to cover all of the assigned material.
U2	5	He was an excellent lecturer, commanding the room but allowing for disagreement and discussion, especially when the texts connected to earlier chapters or themes.
U2	6	Mike did a great job covering all of the material for each class. It was particularly impressive because we were often quite far behind from previous weeks. He also did an excellent job balancing class discussion while still moving efficiently through the text.
U2	7	Michael is very thorough and clear.
U2	8	Very clear, and able to get through the material covered each week!
U2	9	Mike did a fantastic job balancing his lack of experience relative to his students and his role as professor. He was very well prepared and pushed back when necessary, but often acted as a well informed discussion leader, rather than pontificating. Well done.
U2	10	Mr. Hawley is a masterful teacher who is able to provide students with both clarity and profundity.
U3	1	N/A
U3	2	He's got it down. He's smart and a serious teacher.
U3	5	None.
U3	6	He could slow down while he speaks.
U3	7	Michael is dedicated to improving his teaching already, so my only suggestion would be to keep doing what you're doing.
U3	8	Speaks a little quickly.
U3	9	There were a number of times when he talked over those who were trying to comment (e.g. anticipate their response and interrupt). This happened more frequently in early classes and less so as the course went on. I doubt he intended it and it could very well be due to nervousness. Not a big deal but something to note for the future.
U3	10	N/A

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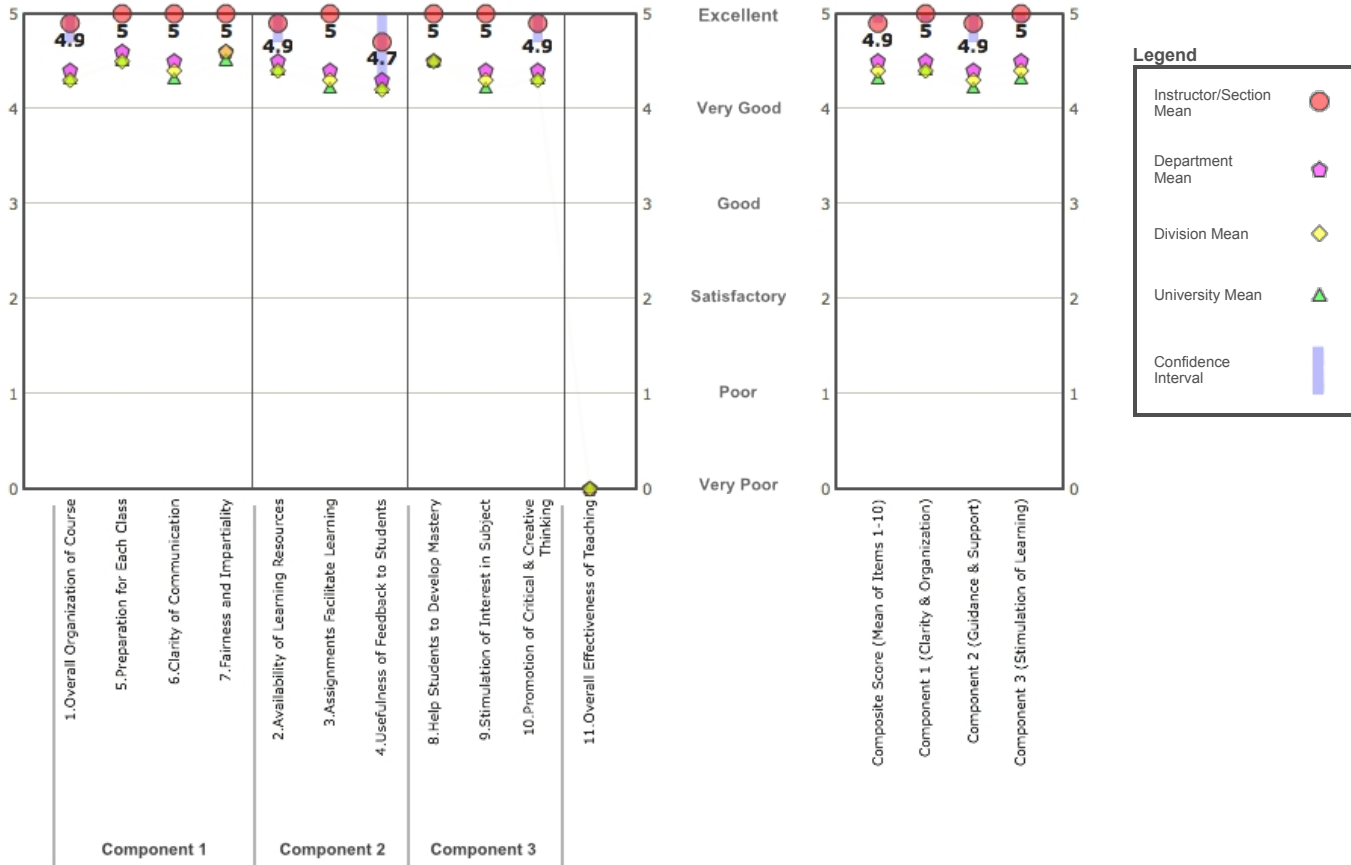
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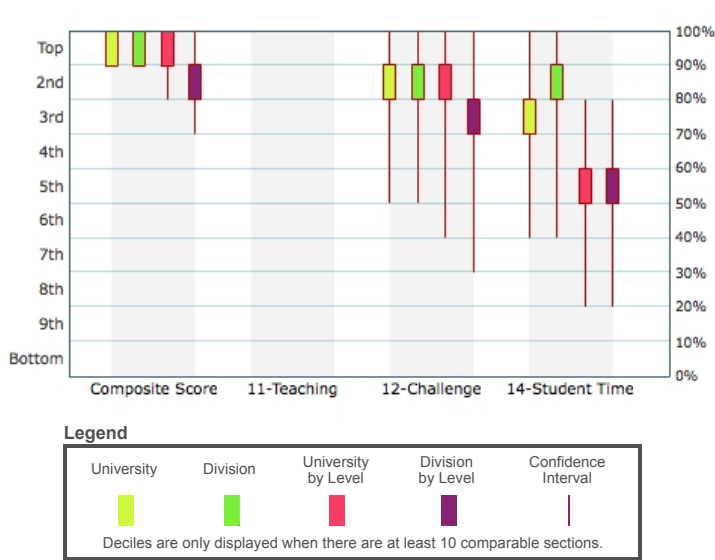
Instructor Summary Report

Instructor:	Hawley, Michael C.	Term:	Spring 2018	Response Rate:	100%	Credit Hours:	3
Enrollment:	11	Respondents:	11	Course / Section #	POLS 60679-01	Division	SS
Primary Listing:	Hobbes and Spinoza	Department	POLS	Campus	Main [M]	Level	6+

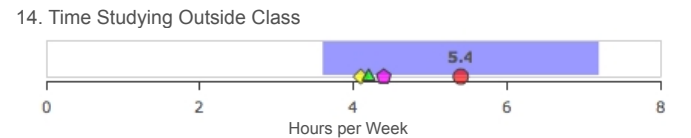
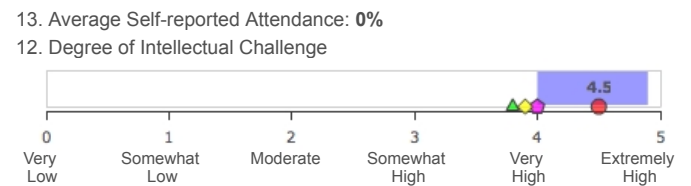
Mean Scores for Individual Items and Composites



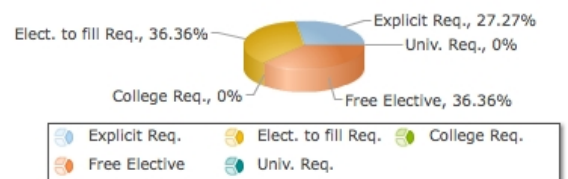
Decile Rankings



Student Engagement



Students Taking Class As





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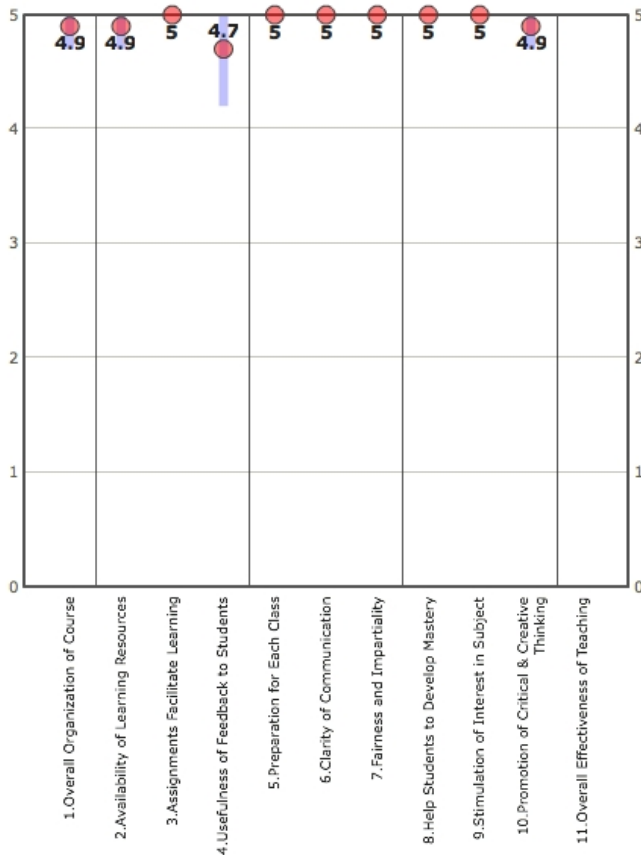


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Detailed Distribution Report

Instructor:	Hawley, Michael C.	Term:	Spring 2018	Response Rate:	100%	Credit Hours:	3
Enrollment:	11	Respondents:	11				
	<u>Title</u>	<u>Course / Section #</u>	<u>Division</u>	<u>Department</u>	<u>Campus</u>	<u>Level</u>	
Primary Listing:	Hobbes and Spinoza	POLS 60679-01	SS	POLS	Main [M]	6+	

University Questions



Question	No. Of Resp	0 Very Poor	1 Poor	2 Satisfactory	3 Good	4 Very Good	5 Excellent
1. Overall Organization of Course	11	0%	0%	0%	0%	9%	91%
2. Availability of Learning Resources	10	0%	0%	0%	0%	10%	90%
3. Assignments Facilitate Learning	11	0%	0%	0%	0%	0%	100%
4. Usefulness of Feedback to Students	10	0%	0%	0%	10%	10%	80%
5. Preparation for Each Class	11	0%	0%	0%	0%	0%	100%
6. Clarity of Communication	11	0%	0%	0%	0%	0%	100%
7. Fairness and Impartiality	11	0%	0%	0%	0%	0%	100%
8. Help Students to Develop Mastery	11	0%	0%	0%	0%	0%	100%
9. Stimulation of Interest in Subject	11	0%	0%	0%	0%	0%	100%
10. Promotion of Critical & Creative Thinking	11	0%	0%	0%	0%	9%	91%
11. Overall Effectiveness of Teaching	0	0%	0%	0%	0%	0%	0%

Legend

Instructor/Section Mean	●
Confidence Interval	▬

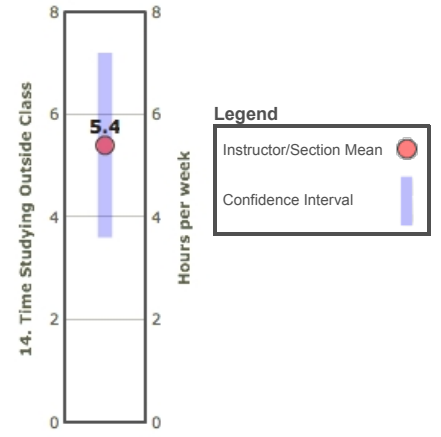
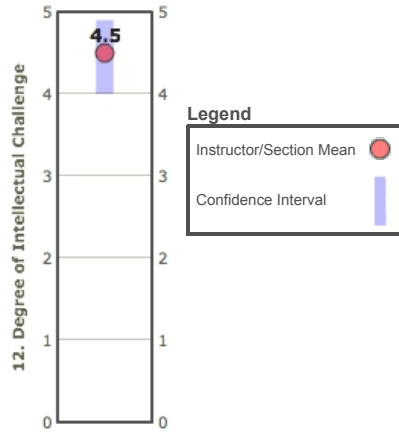
Learning Goals

There are no learning goals for this course.

Other University Questions

Question	No. Of Resp	0 Very Low	1 Low	2 Moderate	3 Somewhat High	4 High	5 Extremely High
12. Degree of Intellectual Challenge	11	0%	0%	0%	9%	36%	55%

Question	No. Of Resp	0-1 Hours	2-3 Hours	4-5 Hours	6-7 Hours	8-10 Hours	11-14 Hours	15 or More Hours
14. Time Studying Outside Class	10	0%	30%	20%	30%	20%	0%	0%





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Student Comments Report

Instructor:	Hawley, Michael C.	Term:	Spring 2018	Response Rate:	100%	Credit Hours:	3
Enrollment:	11	Respondents:	11				
	<u>Title</u>	<u>Course / Section #</u>	<u>Division</u>	<u>Department</u>	<u>Campus</u>	<u>Level</u>	
Primary Listing:	Hobbes and Spinoza	POLS 60679-01	SS	POLS	Main [M]	6+	

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Student Responses

Reference #	Student #	Response
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U1	5	N/A
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U2	3	Always prepared and remarkably adept at responding to questions on the spot. It was hard to believe that this was his first teaching experience. He will make a great professor at Bowdoin the next two years and then after, wherever he eventually ends up.
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U2	7	Michael is very thorough and clear.
U2	8	Very clear, and able to get through the material covered each week!
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U2	10	Mr. Hawley is a masterful teacher who is able to provide students with both clarity and profundity.
U3	1	N/A
U3	2	He's got it down. He's smart and a serious teacher.
U3	5	None.
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U3	8	Speaks a little quickly.
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U3	10	N/A



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Class Search Responses Report

Instructor:	Hawley, Michael C.	Term:	Spring 2018	Response Rate:	100%	Credit Hours:	3
Enrollment:	11	Respondents:	11				
	<u>Title</u>	<u>Course / Section #</u>	<u>Division</u>	<u>Department</u>	<u>Campus</u>	<u>Level</u>	
Primary Listing:	Hobbes and Spinoza	POLS 60679-01	SS	POLS	Main [M]	6+	

Question	# of Resp.	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not sure / No opinion
17. The instructor was respectful of students and their points of view	11	0%	0%	9%	91%	0%
18. The instructor was accessible to students outside class time	11	0%	0%	0%	100%	0%
19. The instructor effectively promoted my learning in this area	11	0%	0%	0%	100%	0%
20. The assignments and activities of this course effectively promoted my learning in this area	11	0%	0%	0%	100%	0%
21. I felt engaged in this course	11	0%	0%	0%	100%	0%