

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

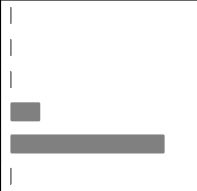
ASEN.2020.Spring

Course: AS.100.270.01.SP20: Europe since 1945

Instructor: Victoria Harms *

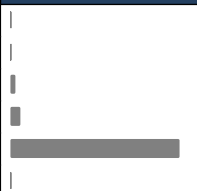
Response Rate: 37/41 (90.24 %)

1 - The overall quality of this course is:


Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Poor	(1)	0	0.00%			4.84		
Weak	(2)	0	0.00%					
Satisfactory	(3)	0	0.00%					
Good	(4)	6	16.22%	■				
Excellent	(5)	31	83.78%	■				
N/A	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
37/41 (90.24%)				4.84	0.37	5.00		

2 - The instructor's teaching effectiveness is:


Victoria Harms

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Poor	(1)	0	0.00%			4.89		
Weak	(2)	0	0.00%					
Satisfactory	(3)	1	2.70%					
Good	(4)	2	5.41%	■				
Excellent	(5)	34	91.89%	■				
N/A	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
37/41 (90.24%)				4.89	0.39	5.00		

3 - The intellectual challenge of this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Poor	(1)	0	0.00%			4.38		
Weak	(2)	0	0.00%					
Satisfactory	(3)	4	10.81%	■				
Good	(4)	15	40.54%	■				
Excellent	(5)	18	48.65%	■				
N/A	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
37/41 (90.24%)				4.38	0.68	4.00		

4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Poor	(1)	0	0.00%			4.54		
Weak	(2)	0	0.00%					
Satisfactory	(3)	3	8.11%	■				
Good	(4)	10	27.03%	■				
Excellent	(5)	22	59.46%	■				
N/A	(0)	2	5.41%	■				
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
37/41 (90.24%)				4.54	0.66	5.00		

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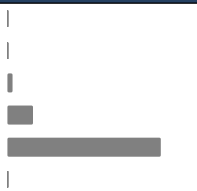
Response Rate: 37/41 (90.24 %)

5 - Please enter the name of the TA you evaluated in question 4:

Response Rate 33/41 (80.49%)



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6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Disagree strongly	(1)	0	0.00%			4.81		
Disagree somewhat	(2)	0	0.00%					
Neither agree nor disagree	(3)	1	2.78%					
Agree somewhat	(4)	5	13.89%	■				
Agree strongly	(5)	30	83.33%	■				
N/A	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
36/41 (87.80%)				4.81		0.47		5.00

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7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Much lighter	(1)	1	2.86%					
Somewhat lighter	(2)	2	5.71%					
Typical	(3)	25	71.43%					
Somewhat heavier	(4)	6	17.14%					
Much heavier	(5)	1	2.86%					
N/A	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
35/41 (85.37%)				3.11	0.68	3.00		

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8 - What are the best aspects of this course?

Response Rate 32/41 (78.05%)

- Professor who really enjoys the material and engages with the class throughout lecture. There is space to ask questions and the material is interesting and gives one a strong foundation of recent European history. Really engaging professor, time flies by.
- Dr.Harms is amazing; she knows everything, she is accommodating, encourages class engagement, very personable yet professional
- In depth learning and very knowledgeable professor who adapted class structure for online environment.
- The best aspects of this course include the highly knowledgeable and extremely enthusiastic professor, the interesting course material, and a variety of activities and group work offered to keep the class engaging. Professor Harms was completely prepared for the changes resulting from COVID and adjusted the course in a logical, understanding, and creative way for students.
- The professor. She is one of the best professors I have had during my time at Hopkins based on her enthusiasm and connection with students.
- 100% the lectures. Professor Harms is an absolute delight. She made every class engaging and showed real compassion for her students. She has been the best history teacher I have ever had at Hopkins.
- The professor is one of the best professors I have had thus far at Hopkins. She is extremely knowledgeable, conducts her class in a way that is effective in giving us the information, and is extremely approachable and kind. She truly wants her students to succeed and will do everything she can to help that happen. The work load is manageable, and I truly feel as though I have learned something from this course. I love her way of showing us the history not only through readings, but also through art and media, including news clips, movies and posters.
- Victoria Harms
- Dr. Harms is hands down the best aspect of the course. She is very engaging and tries to include everyone in the discussions. She is also extremely knowledgeable and will find an answer to any question you may have. She has also been very adapting with online classes and genuinely considered and used the feedback we gave her on how to proceed with the class.
- -Professor Harms - has created an immersive, enjoyable, and relevant experience for students to interact with -Best use of breakout rooms in all my experiences -found multiple ways for course to not drag on - guest speakers, videos, movies
- The professor is great and very accomidating
- Professor Harms was the most accommodating instructor I had this semester; she really understands us students and always gives her best to make sure that we're doing well both inside and outside the classroom. She also challenges me to think more critically about certain events and issues by looking at the context of everything; she also makes sure to be informed on feminist issues. Malaurie also provided helpful feedback.
- Group discussions
- The engaging professor and TA. Professor Harms is one of the most passionate and engaging professors at Hopkins. She cares deeply about her students and creates innovative and interesting lesson plans. The course also focuses heavily on Eastern European history which was surprising, but very welcomed. The professor also rapidly and effectively adapted to the new remote learning environment.
- Best professor I have had at Hopkins thus far
- Dr. Harms is a terrific educator - she encouraged the class to take a hands-on approach with the material and to engage with each other in discussion.
- The engaging professor who genuinely cared about the students success in the course.
- Great teacher/ta, lots of feedback, can put in tons of effort/minimal effort depending on how you like the content, engaging content
- The professor is very engaging, has great energy, gets to know each and every one of her students', provides thoughtful feedback on all work
- I loved the content of the course and Professor Harms is so passionate and great at teaching.
- The discussion part.
- Great teacher; light reading; great discussions
- The professor
- You can tell Professor Harms really cares about her students and will do anything for them.
- Lecture was interesting and engaging.
- Prof Harms is extremely knowledgeable of this period in history and I really appreciated the clear passion she brought to each lecture. She really seemed like she cared for her students and also was extremely understanding. She's probably the nicest professor I have had so far (especially when compared to my normal hard-ball science ones)
- no tests, professor is fun
- Learn a lot about European history
- The professor truly cares about what she is teaching and wants students to have a good experience in class. The classroom environment is very welcoming and the professor is very flexible to students' needs while also teaching so effectively.
- The professor utilizes powerpoint to deliver information clearly and concisely. Assignments are not only about readings, but also require film viewing, which opens up to student creativity and interpretation of the themes in European history after 1945. The professor is also very flexible and willing to adjust to student needs within reasonable boundaries. The course also has a lot of discussions, which helps students interact and exchange ideas about their interpretation and understanding of the course. Professor also invited scholars related to specific historical moments to provide first-hand accounts, making the course more engaging and interesting.
- -Professor Harms is the most understanding and student-centered professor I've had. When zoom became the norm she got feedback from the students and dramatically restructured her course to adapt. Her commitment not only to student learning, but to her students is remarkable. -Professor Harms does a great job encouraging student participation without making it a nervous experience. As someone who is normally not the most comfortable with public speaking I find it much easier to participate and get involved in her class. -The course covers not only the "main story" of Europe after 1945, but also uses appropriate time to cover the less told events of that time to give a more complete picture of postwar Europe. -Not too much reading and the RQ's make it easier by emphasizing the important things to focus on.
- Professor Harms is really engaging. She knows every student's name and regularly would call on all 40 of us. Everyone was involved in every class period.

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9 - What are the worst aspects of this course?

Response Rate	26/41 (63.41%)
<ul style="list-style-type: none">• Group work is sometimes tedious. Sometimes it is super helpful with some analytical work but most of the time it's just reciting historical facts.• nothing• N/A• You usually have homework for every class which can be time consuming but that's just the way the class is formatted• Nothing.• Sometimes, the readings can be a bit boring, but the information presented in class is interesting.• I'm not that interested in history• N/A• class size, although this is minor with the use of breakout rooms on zoom• There are a lot of readings• Live lectures were difficult to sit through online• There were truly no worst aspects!• N/A• N/A• Most of the readings that are assigned from Judt can often be quite dense; it is harder to participate in a 40-person lecture• The readings are very time consuming but very interesting!! There's no way to learn the content without them.• None.• Same book for the whole semester.• Getting cold called on• None.• At times the readings and reading questions were overwhelming and was just a lot. This is just a small grievance though, it's totally fine.• the lectures can be confusing, lots of reading• Readings are bit too dense and not always related to lecture• Nothing to complain about.• -Professor Harms spent a little too long coming back to and reviewing certain aspects of the course. While her intentions are probably to ensure students have an understanding, certain topics, such as the Battle of Algiers, were reviewed a little too much.• Reading quizzes take the form of pop quizzes in this class. While you should be doing the reading for every class, every once in a while something happens and you don't get it done. It's mildly stressful, but I think the pop quiz method is probably the best option anyway.	

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10 - What would most improve this class?

Response Rate	26/41 (63.41%)
<ul style="list-style-type: none">• Better use of group work for historical analysis. The work done for the move online of a jigsaw classroom (having students research stuff on their own and then present it to the group) was really interesting and helped keep us engaged and I think it can be applied to the regular class (doesn't have to be much, like jsut give students a topic there is no need to set up questions).• nothing• Perhaps a bit less emphasis on participation in lectures when everyone is back at Homewood, but this is a very minor critique.• Maybe adding a small exam that makes lessons from class more important and requires students to take notes and listen more• More lecturing by professor Harms.• N/A• More group work when it is back in person classes.• honestly there is not much I wish to change, this course was well taught and other then some timing issues that we eventually sorted, this was a great experience• Less readings• Less groupwork, less info on PowerPoint slides• - Potentially decreasing the amount of time spent in breakout rooms to hear the professor speak more - incorporating more 'write your own questions' into the discussion questions - More videos for the nightly reading. The ones we did were very informative and interesting.• Maybe a bit less Judt reading and more primary sources/movies/documentaries.• N/A• N/A• The transition to Zoom classes halfway through the semester showed the effectiveness of break-out rooms and group-work; information is better learned and retained when students have the opportunity to bounce ideas off of one another and voice their thoughts on certain topics• nothing.• More papers.• Jettison the pop quizzes.• N/A I loved it• None.• Maybe just a brief summary of what is expected for background knowledge? Especially in the first few weeks I was super behind as I had really no basis to understand why some things happened. Though it's a bit elementary, I would have really appreciated a brief description of what communism believes in/what policies are typical of the government, what socialism is/what policies are typical, and similar things.• less reading• Doing more smaller discussions for participation• Perfect as it is.• -Maybe switch permanently to the RQ on blackboard version we switched too during lockdown. It seemed more effective than before.• I wish we spent a little less time reviewing the previous class at the beginning of each class. I like the concept, but I felt like we spent too much time on it. Maybe a speed round of trivia questions could be a fun/quick replacement.	

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11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	28/41 (68.29%)
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- It is a HEFTY amount of information, although not a lot of reading. Just be ready to have a lot of sporadic information readily available, its hard to trace the history because so much is happening.
- You'll learn a lot, if you do the weekly readings to stay on track there is no reason why you shouldn't do well in the class
- lots of reading
- Students don't need any background in European history to succeed in this course. Do the readings, show up actively engaged to lectures, and complete the assignments, and you will be on the road to success.
- You should try to take a class with this professor regardless of your interest in history because she makes it exciting and worth taking.
- Sometimes the reading may be a lot, but it is all useful and needed.
- Take this class if you want to actually learn about recent European history and want a positive experience with a professor.
- This is a must-take class! There is a lot of reading at times, but it is a great class to help expand your worldview.
- fantastic and approachable professor, quite a bit of reading so make sure to stay caught up as best as you can, diverse in its use of media to drive home points in history
- It is a great history class and I learned a lot
- No exams, manageable reading load, some movies
- Readings twice a week
- No assumed background, though a primer in European geography and history would be helpful. Readings are typical, they are on the short side but quite dense. Weekly work is a a reading and reflection for each class Grading system is fair Professor and TA very willing to chat with you in office hours and are incredibly engaging; knows every student by name
- It's a pretty fair course top to bottom - Dr. Harms is great, highly recommend taking this course if you're interested in history and international politics.
- Be prepared to do the daily readings as there are pop quizzes.
- Pay attention in class, research things that don't make sense to you/you are more interested in
- You must keep up with all of the readings, as the Professor reserves the right to give a pop quiz on the assigned readings due for that class; take notes on the assigned readings, as they may be used on the quizzes
- A general idea of European history would've helped me, but having said that Professor Harms is very good at answering any questions students have--all you have to do is ask!
- You need to be willing to talk in class.
- Great teaching and easy grading. Sort of an essential course for any IS/History major
- Lots of reading but well worth it and covers a large variety of topics all throughout European history
- The course is very interactive and professor harms makes sure students stay engaged.
- Many people in this class who normally enroll have a strong background in European history and governments from around this time. Coming into this as a pure science major with little prior knowledge, I found that I was kinda thrown into the deep end and I was a bit scared of those around me. I felt better as class moved on, but I felt that my understanding of the material was always less than those around me no matter how I tried.
- It's fun, but there is heavy reading
- Decent amount of reading
- Background knowledge on European history after 1945 is not necessary. Reading is not too tedious, as the instructor does not assign several books for reading.
- It's a really great course with a great professor, if you think you might want to take it give it a chance.
- There are no formal exams which is really nice. You will have to do two longer research papers, but the rest is reading and interactive class.