

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

## ASEN.2022.Fall.Project2

**Course:** AS.100.233.01.FA22: History of Modern Germany  
**Instructor:** Victoria Harms \*  
**Response Rate:** 38/39 (97.44 %)

### 1 - The overall quality of this course is:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%			Question		School level		Department level			
Weak		(2)	0	0.00%										
Satisfactory		(3)	1	2.63%										
Good		(4)	11	28.95%										
Excellent		(5)	26	68.42%										
N/A		(0)	0	0.00%										
					0	25	50	100						
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level		Mean	STD	Median
38/39 (97.44%)		4.66	0.53	5.00	18971		4.15	0.96	4.00	292		4.40	0.87	5.00

### 2 - The instructor's teaching effectiveness is:

Victoria Harms

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Poor				(1)	0	0.00%									
Weak				(2)	0	0.00%									
Satisfactory				(3)	1	2.70%									
Good				(4)	9	24.32%									
Excellent				(5)	27	72.97%									
N/A				(0)	0	0.00%									
								0	25	50	100	Question	School level	Department level	
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level	Mean	STD	Median		
37/39 (94.87%)		4.70	0.52	5.00	21789		4.18	1.01	5.00	290	4.50	0.88	5.00		

### 3 - The intellectual challenge of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%								
Weak				(2)	0	0.00%								
Satisfactory				(3)	1	2.70%								
Good				(4)	16	43.24%								
Excellent				(5)	20	54.05%								
N/A				(0)	0	0.00%								
							0	25	50	100	Question	School level	Department level	
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level	Mean	STD	Median	
37/39 (94.87%)		4.51	0.56	5.00	18825		4.24	0.84	4.00	289	4.46	0.71	5.00	

### 4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means										
Poor				(1)	0	0.00%	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	4.27	4.25	4.19								
Weak				(2)	2	5.41%												
Satisfactory				(3)	3	8.11%												
Good				(4)	15	40.54%												
Excellent				(5)	17	45.95%												
N/A				(0)	0	0.00%												
							0	25	50	100	Question		School level		Department level			
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level		Mean	STD	Median				
37/39 (94.87%)		4.27	0.84	4.00	18727		4.25	0.99	5.00	289		4.19	1.01	4.00				

**Course:** AS.100.233.01.FA22: History of Modern Germany


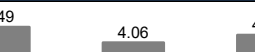
**Instructor:** Victoria Harms \*

**Response Rate:** 38/39 (97.44 %)

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

Response Rate	31/39 (79.49%)
<ul style="list-style-type: none"><li>• Ibanca</li><li>• Ibanka</li><li>• Ibanca Anand</li><li>• Ibanka</li><li>• Ibanka Anand</li><li>• Ibanca</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca</li><li>• Ibanca Anand</li><li>• Ibanka Anand</li><li>• Ibanca</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca Anand</li><li>• Ibanca</li></ul>	

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

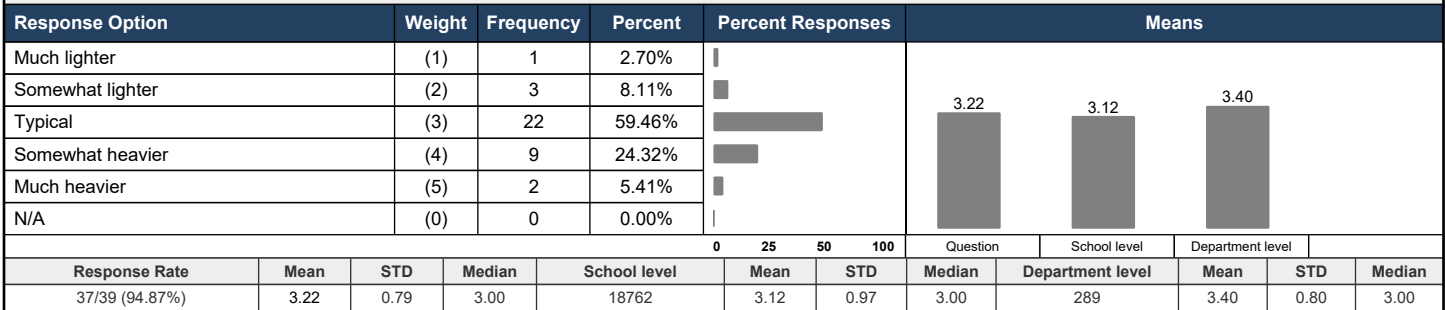
Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Disagree strongly		(1)	0	0.00%										
Disagree somewhat		(2)	2	5.41%										
Neither agree nor disagree		(3)	0	0.00%										
Agree somewhat		(4)	13	35.14%										
Agree strongly		(5)	22	59.46%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question	School level		Department level		
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level		Mean	STD	Median
37/39 (94.87%)		4.49	0.77	5.00	18737		4.06	1.05	4.00	288		4.27	0.99	5.00

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



### 8 - What are the best aspects of this course?

**Response Rate** 27/39 (69.23%)

- By having quizzes randomly, this course really makes you learn the content, even if you don't want to. I really like how professor Harms teaches.
- Class is engaging, well-structured, and fun. Dr Harms gives tremendous feedback
- I loved the classroom atmosphere.
- The teacher is very passionate about teaching.
- awesome professor who was very personable good balance between lecture and group work
- Learn a lot about the period, dynamic aspects of German History. Get first hand accounts of historical events.
- passionate instructor; interesting materials; good way to broaden horizon.
- groupwork, lectures, clear instructions, and good feedback on our quiz responses and essays.
- Engaging class discussions, relevant/interesting primary sources, excellent instruction
- Interesting material and professor
- Not much work
- Professor Harms is amazing. I love the way she teaches the class and how she is as a professor. I have no negative thing to say about this class
- -discussion based -engaging professor -interesting content
- Really love how Prof. Harms delivers the lectures! The group discussion section make all students highly involved in classes, and you can hear a lot of interesting opinions from each other.
- -German accent -Prof tried to add humor in her lecturing -Prof demonstrated high level of empathy -She gave good, helpful feedback on drafts during her own time -TA was a fair grader -Free sweets
- Really great atmosphere, Ibanca the TA is killing it and has so many comments for our work (Pay Her), Harms really cares
- AS.100.233 History of Modern Germany was my favorite course of the semester. The course structure, readings/films, and environment were perfect. The teaching was amazing and I found group discussions to be insightful.
- I really enjoyed all the lectures that Dr. Harms prepared. She was truly one of my favorite professors at Hopkins and takes the time to get to know each student in her class. She brought the History of Germany to life and opened my eyes to an array new ideas.
- Dr. Harms! Truly my favorite professor in my time here at Hopkins. She is so engaging and a great teacher, but also genuinely cares about her students. She knew all of our names by the third class, and never failed to make anyone feel cared about. I will 100% be taking another one of her classes next semester.
- Excellent, enthusiastic, and engaging professor, fascinating course material, great integration of primary sources, reading and writing workloads are not excessive, fair and transparent grading, great feedback on work.
- The class was just really interesting. We didn't just focus on political history, but we learned a lot about culture and daily life for normal people, which was interesting and a departure from most history classes. We looked at a wide variety of sources from textbooks to movies. Group work—getting to talk to and collaborate with our classmates was also very enlightening and a way to build community.
- The movie viewings
- The professor is an expert in the field. The primary and secondary sources, including documents, movies, and videos, really portray a three-dimensional history.
- The style of the lectures and the overall framework of the course. Dr. Harms provides really interesting lectures that make it easy to comprehend the points she is trying to get across.
- Great teacher and great topic
- Thoughtful and interesting discussions and readings
- The class is very interesting. Both Professor and TA are really nice

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### 9 - What are the worst aspects of this course?

**Response Rate** 22/39 (56.41%)

- N/A
- Lot of reading commitments, but they are generally very interesting.
- There is a lot of pressure to participate in class. It can be somewhat stressful.
- a lot of homework each class
- 25% of grade is participation but you don't know how the professor is scoring you, what they feel a 1-4 scale really means for participation.
- pressure to always participate because it's a good portion of our grade.
- Not a major complaint, but some sources were slightly long to read and respond to in the time we had to do it (when accounting for work for other classes).
- On the pop quizzes, I keep getting points taken off and the comments say good work keep it up!
- n/a
- 25 percent of the class is based on participation and as someone who has trouble speaking if I do not have anything of substance to say I am worried that my grade will reflect that.
- Some of the readings in the beginning of the course are lengthy and a little hard to read/understand.
- N/A
- -I mean the deadlines were just brutal. The first paper was due the weekend of our first fall break. The second paper about racism was due the day of the annual Lighting of the Quad (which yes did get pushed back a week but still it could have been during then). I mean come on, I'm sure Professor could have extended the deadline by a day or so. I understand that Professor took time out of her break to provide feedback, but I think we should encourage more of a school/life balance for both the instructor and the student. -Required book to buy. Please just provide the PDF! We are broke college students :( -Cliques environment. I mean each class, everyone would just sit with their "group." The athletes will sit with their teammates, international students with themselves, and then the friend groups. I feel like I didn't get the opportunity to learn the perspective of others. Everyone just seems closed off and I just gave up at some point. Professor could encourage people to move around each class period and have people not sit next to the same person each time. Sitting in the middle section was just horrible. -Pop quizzes. Please Professor...I beg you...I beseech you...to do away with these unhelpful forms of standardized testing. I do not think they in any way helped me better understand the material. I come from a school district where they banned popped quizzes and probably for good reason. I think in lieu you should have a series of group projects where you randomly assign people into a cohort where they can research about a topic from lectures more extensively. Look at me, I'm so innovative! -Some readings were truly incomprehensible. I felt like I was reviewing the theses of PhD History candidates. I had to watch YouTube just so I had a chance to understand any of these topics; in fact, I felt mentally handicapped throughout the entire semester. I felt I did not have a good grasp of the main ideas.
- A little too kumbaya
- I have no comments.
- The reading questions before every class
- The readings at times could be tedious, but were necessary.
- n/a
- I can't really think of anything. I enjoyed it a lot.
- The surprise quizzes
- Not really a bad thing, just not knowing when the quizzes were going to be. It honestly ended up being a good thing, forcing us to do all of the readings.
- Difficult and opaque quiz grading, unknown participation system

### 10 - What would most improve this class?

**Response Rate** 17/39 (43.59%)

- N/A
- We sometimes get a little sidetracked in class, but it is usually on an interesting topic.
- There should be some variety to the HW assignments (less textbook reading and answering questions).
- More transparency in participation grade. More graded assignments.
- It would be better if students are given a chance to post their ideas on Canvas discussion board besides speaking up in the classroom in order to earn the participation grades.
- Not much
- Less focus on the ultra specific details
- n/a
- - As always, please record lectures. Worried about students now showing up to class? Make attendance mandatory. Nitpicky: -Make slides more attractive, more pictures, maybe a nice theme (would recommend slidesgo). If I saw more than 5 words per bullet point, I simply would not read it.
- I have no comments. The course needs no improvement.
- Maybe a bigger classroom to facilitate this large class
- More documentaries!
- More consistent quiz schedule
- Less repetition between lectures. It often felt like the first half of many lectures was reviewing things we already talked about.
- More movies or videos
- Nothing
- More communication about expectations for quizzes like whether or not prioritizing fullness of content or conciseness

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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	20/39 (51.28%)
<ul style="list-style-type: none"><li>• I would 100% enroll in it.</li><li>• Don't really need any background info. This class makes you smarter and is very fun and interested.</li><li>• This class is fun and the teacher is great.</li><li>• Grade based on 2 assignments, 6 pop quizzes and participation. Grading easy. Lots of reading!!</li><li>• Take this course if the topic interests you, or else the readings will be boring</li><li>• There are readings for every class along with reading questions which you must do because there are 6 pop quizzes throughout</li><li>• It is a great course and I will recommend to anyone who will listen. Professor Harms cares about her students so much and the topic is very interesting</li><li>• heavy on readings but most of them are interesting, don't get into the (boring) academic side of things too much</li><li>• A lot of in class discussion and participation is important.</li><li>• Be prepared to skim a 30-page reading within 10 minutes.</li><li>• Students do not need any background in the subject.</li><li>• It requires a bit of reading but all the material in class is interesting</li><li>• Readings! Lots of them!</li><li>• No background knowledge of history or of Germany is necessary, although some background in college level writing is helpful.</li><li>• It's a fun, interesting class, and if you do all the readings/watch all the movies it's a super fulfilling and intellectually rewarding experience.</li><li>• No prior knowledge is needed</li><li>• I highly recommend this class. My favorite class at Hopkins so far in my three semesters here.</li><li>• Do the readings and the reading questions weekly</li><li>• Background in general European history is greatly helpful, Initial lessons include Germany before Napoleonic Era</li><li>• There are a plenty of readings.</li></ul>	

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**12 - 1) Did the class help you better understand current debates in and about Germany (and beyond)? 2) Did this class provide knowledge and skills that you can apply to other classes at Hopkins? 3) Did the film "Black Eagles" and the roundtable "A Level Playing Field" add meaningful learning experiences to the curriculum?**

**Response Rate** 31/39 (79.49%)

- 1)yes 2) yes 3)yes
- 1) Absolutely! 2) Absolutely! 3) Yes
- 1)yes 2) yes 3) yes
- 1. Yes absolutely 2. Yes absolutely 3. Yes
- 1) Yes 2) Yes 3) Yes, I enjoyed this film very much.
- 1. Yes 2. Yes, but there could be more feedback on the quizzes and papers 3. This has not occurred yet but the movie was very informative
- 1. yes 2. yes 3. yes
- 1) Did the class help you better understand current debates in and about Germany (and beyond)? YES!! 2) Did this class provide knowledge and skills that you can apply to other classes at Hopkins? Not really 3) Did the film "Black Eagles" and the roundtable "A Level Playing Field" add meaningful learning experiences to the curriculum? Yes
- 1) Yes. 2) Yes. 3) Yes.
- 1. yes 2. yes 3. yes
- 1- Yes, it deepened my perspective of the country and provided interesting geopolitical dynamics 2- Yes, how to properly analyze geopolitics 3- Yes, it added live primary sources to the important topic of modern German race and racism
- 1) yes 2) yes, but this applies to all history classes 3) yes
- 1. yes 2. yes 3. yes
- Yes it did. I took this class to learn more about Germany not just in a past sense but also in a present and possibly future too. Yes it did. I can take the strategies used to prepare myself for this class in other history classes that I am going to take. The roundtable talk was such a great opportunity and was one of my favorite classes.
- 1) yes (I hope) 2) ^ 3) the roundtable was somewhat lackluster but the film was great and insightful
- Yes to all
- 1) Yes 2) Yes 3) Yes
- 1. Yes it did. 2. Yes it did. 3. yes they did. i did not know immigration was such a major cultural issue in Germany and that it had been for so long.
- 1) Yes to some extent. 2) Potentially. 3) Yes, it was a unique aspect of the course! Keep doing things like that.
- Yes, I genuinely feel like I know a lot about Germany. I feel like now I can analyze history better? Not sure. I feel like we should've all watched "Black Eagles" together or something
- 1) Yes, especially by the end when we put everything on the board, I especially saw the whole picture. 2) Yes, both in knowledge of German/European history as well as primary source and research skills. 3) Yes, it was a different experience that I found extremely timely.
- 1. Yes, I feel like I can hold a conversation with someone well-versed in Modern German politics. 2. I feel like this class significantly improved my writing skills, particularly my ability to write a solid research and analysis paper. 3. Yes, I thought that's a major reason why I enjoyed the class, and it made it feel more interactive than a typical Hopkins class.
- 1) The class did help me better understand debates in and about Germany. I learned a lot. 2) I learned different ways to approach readings, especially primary sources, that will totally be applied to other classes. 3) "Black Eagles" and the roundtable were very interesting. They provided such insight into the ongoing racism in Germany. I attended the roundtable on zoom, but still was able to take so much away from it.
- 1. Yes 2. Yes 3. Yes
- 1. Yes I learned so much more about Germany than I did before. I already knew a lot about the general historical developments, but in this class we got to explore German culture and issues of race and identity which are often overlooked in history classes. We also got to explore in depth various ideas and important events in German history that interested us through the papers and that was very engaging and enlightening. 2. Yes, this class really helped me with my research skills. I had only done a couple research papers in college before, so through getting the chance to do research on a topic of interest, not only did I learn a lot but I also better learned how to do research. 3. Yes. I really enjoy soccer and especially the world cup, so getting to learn about the cultural, political, and identity-based issues surrounding the sport and the athletes was very interesting.
- 1. Yes it did. 2. Yes, the writing skills are applicable to other courses. 3. The film and roundtable event were interesting and a great experience
- Yes
- 1) Yes, for sure. Especially given that Dr. Harms is from Germany, I don't see anyone better fit to teach this course. I was talking to one of my friends outside of class about Germany and didn't realize how much I knew about the country until we began comparing our knowledge. 2) I feel like I definitely improved my writing skills through this course. I had never had to write extensive papers about a certain topic until this semester. Really prepared me for future writing assignments. 3) For sure. The roundtable experience at Morgan State is something that I have not had the opportunity to do in any other class here.
- 1.) Yes, gave a good rundown of current events. 2.) Yes, especially for essays. 3.) Yes, it was fun hearing a personal perspective.
- 1. While helpful, more time devoted to post-Cold War Germany would have helped. 2. Yes 3. The roundtable was insightful but the film seemed too specific and overly assumed the watcher was familiar with German culture and standards.
- Yes Yes Yes