





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

ASEN.2022.Fall.Project2



Course: AS.100.497.01.FA22: 1968: Rebels, Revolutions & the Right-Wing Backlash
Instructor: Victoria Harms *
Response Rate: 11/11 (100.00 %)

1 - The overall quality of this course is:


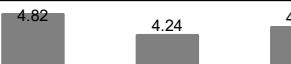
Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%										
Weak		(2)	0	0.00%										
Satisfactory		(3)	0	0.00%										
Good		(4)	0	0.00%										
Excellent		(5)	11	100.00%										
N/A		(0)	0	0.00%										
					02550100	Question		School level		Department level				
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level		Mean	STD	Median
11/11 (100.00%)		5.00	0.00	5.00	18971		4.15	0.96	4.00	292		4.40	0.87	5.00

2 - The instructor's teaching effectiveness is:


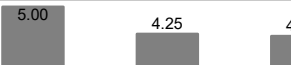
Victoria Harms

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%										
Weak		(2)	0	0.00%										
Satisfactory		(3)	0	0.00%										
Good		(4)	2	18.18%										
Excellent		(5)	9	81.82%										
N/A		(0)	0	0.00%										
					02550100	Question		School level		Department level				
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level		Mean	STD	Median
11/11 (100.00%)		4.82	0.40	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)	0	0.00%								
Good				(4)	2	18.18%								
Excellent				(5)	9	81.82%								
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
11/11 (100.00%)		4.82	0.40	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%										
Weak	(2)	0	0.00%										
Satisfactory	(3)	0	0.00%										
Good	(4)	0	0.00%										
Excellent	(5)	1	9.09%										
N/A	(0)	10	90.91%										
				0	25	50	100	Question	School level	Department level			
Response Rate		Mean	STD	Median	School level		Mean	STD	Median	Department level	Mean	STD	Median
11/11 (100.00%)		5.00	0.00	5.00	18727		4.25	0.99	5.00	289	4.19	1.01	4.00

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

Response Rate 1/11 (9.09%)

• n/a

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)	0	0.00%									
Neither agree nor disagree		(3)	0	0.00%									
Agree somewhat		(4)	2	18.18%									
Agree strongly		(5)	9	81.82%									
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
11/11 (100.00%)		4.82	0.40	5.00	18737		4.06	1.05	4.00	288	4.27	0.99	5.00

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)	0	0.00%										
Somewhat lighter		(2)	1	9.09%										
Typical		(3)	7	63.64%										
Somewhat heavier		(4)	2	18.18%										
Much heavier		(5)	1	9.09%										
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
11/11 (100.00%)		3.27	0.79	3.00	18762		3.12	0.97	3.00	289		3.40	0.80	3.00

8 - What are the best aspects of this course?

Response Rate 10/11 (90.91%)

- Professor Harms is very passionate about her students and her control of the subject matter is awe-inspiring. truly a joy to be taught by her
- Dr Harms' commitment to teaching the class in an interactive and engaging way. I have not had a professor so invested in their students' learning at my time at Hopkins. The community engagement portion of this class is also a great aspect which grounds the class and has made me aware of elements of Baltimore's history which I think every Hopkins student should be familiar with.
- The interaction with Baltimore Poly students was fantastic.
- Enthusiastic professor and wonderful classmates
- Professor Harms is the best professor at this university in terms of fostering a class environment, caring about her students, and engaging with the Baltimore community. Her class is the highlight of my week. No professor can rival Dr. Harms' attention to her student's interests, mental health and wellness, and learning experiences. She goes above and beyond to communicate with students, provide treats and support, and truly know them-- and it's not unnoticed. She is considered one of the best professors within the school in terms of student opinion.
- I think that the specificity of the class on a specific time but looking at the understanding of the time from such different perspective and lenses, really challenged me to understand realities, interpretations of history, and moments in time much deeper that I had done in other classes. Especially as the semester went along, seeing all the events connect and become an intertwined story of 1968.
- Professor Harms is the singular most talented professor at this institution. She is an incredibly engaging and interesting professor who is more than willing to deeply challenge her students both academically and as people. She also encourages a close bond among class members, one that will likely last beyond this semester.
- Professor Harms is great professor. She makes the classroom environment super inclusive, and is extremely personable. Experiential learning in this class was also very eye-opening. I hope to take more classes with Professor Harms. She is a superb history teacher and really knows her content and how to run a class effectively. I would recommend her and this class to anyone.
- The professor is incredible. She empowers us as students to form our own thoughts and teaches in a compelling manner. The course content is also brought down to Earth and the community learning aspect is incredible. 10/10 would take this course again
- great discussions; great professor; working with poly students; the panel of activists; interesting readings semester (and not too long)

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9 - What are the worst aspects of this course?

Response Rate 7/11 (63.64%)

- n/a
- Two twenty pages paper
- None, has literally been my favorite course at Hopkins
- Syllabus will often change quite quickly, large assignments scheduled during deep crunch times in the year, but other than that it is perfect.
- Nothing
- N/A
- n/a

10 - What would most improve this class?

Response Rate 7/11 (63.64%)

- more class time spent on the baltimore part of the content
- Maybe less work?
- I would've loved more lecturing (I know funny), but in all seriousness sometimes I would've loved to just understand an event and developments and then slowly begin to see how primary sources fit into that narrative.
- A more constrained syllabus-- it was difficult to cover the entire world in one semester that also included two (very important) community engagement classes, but other than that it is a great class
- Nothing
- More time spaced out between the two big essays
- i would have liked less time on europe. the class could use a longer section on Latin America, readings on Africa, etc.

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 8/11 (72.73%)

- the class is very discussion based so readings are essential. Professor Harms will not lecture much and will expect your background knowledge to come from the readings.
- n/a
- Weekly reading notes and two huge papers
- Be ready to participate in group work. Background in some history helpful but not necessary.
- Lots of reading but it really opens you up to super interesting perspectives
- lots and lots of work, and Harms has very high expectations for quality of that work, but the class will change your life.
- Come in with an open mind and be prepared to have your perceptions changed. Spend lots of time on your essays!
- You will be challenged in a good way to think differently about your place in Baltimore!

12 - Did the meetings with our partners, i.e., the Maryland Center for History and Culture, the Baltimore Polytechnic Institute, and the three eyewitnesses, add important learning experiences to your time at Hopkins?

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Yes				(1)	11	100.00%									
Somewhat				(2)	0	0.00%									
No				(3)	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	
11/11 (100.00%)		1.00	0.00	1.00	11		1.00	0.00	1.00	11		1.00	0.00	1.00	

- One of my favorite parts of this class, I think everyone Hopkins student should be required to take a CBL class
- The community engagement aspects of this class allowed for a meaningful connection to the content
- me want more
- Every class should engage in community-based learning. I wish fewer photos were taken, which detracted from the experience, but I understand it is necessary to encourage other courses and the community to collaborate. I hope the university gives Dr. Harms more funding to scale events like these.
- Really great experiences not only for learning, but I also about interacting with Baltimore
- any engagement with the rest of Baltimore is extremely important and this school should do more of it
- These three experiences really elevated what I learned in the classroom and allowed me to interact with and learn from people I wouldn't have otherwise.
- It made the class ten times better.

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13 - Did the workshops with archival sources and the meetings with our partners and co-educators help you better understand Baltimore and Hopkins? Did they improve your sense of place and belonging?	
Response Rate	8/11 (72.73%)
<ul style="list-style-type: none">• Yes--very helpful in understanding the context of Hopkins in the history of Batlmore.• Visiting the sources in person provided good inspiration for the paper.• yes• I liked how the paper and the research went in tandem-- this was the assignment I had the biggest takeaway from in terms of comfort with content and pride in my work out of all my courses this semester. It gave me positionality to understand how my privilege as an affiliate of Hopkins inadvertently contributes to developments within the city. Thank you for all the hard work Dr. Harms did in organizing this absolutely necessary event.• Yes, DOCTOR Harms, if you're reading this which I think you are, I really enjoyed this class beyond words. All the interacting with primary sources and learning about such a wide range of regions, countries, individuals, political developments, and cultural differences really opened my understanding of history so much. I think the biggest thing I really enjoyed was learning about Baltimore and Hopkins (clearly). But seriously in all honesty the paper, tour, eyewitnesses, and just talking about Baltimore in general really opened my perspectives and curiosity, and as you said my sense of place and belonging especially within the space of Hopkins and Baltimore at large. Thanks for everything you are amazing!• Yes! I have worked in archives before, and they have definitely helped me contextualize my time at Hopkins more effectively. I hope that future classes get this same experience• Yes!!• ABSOLUTELY!	