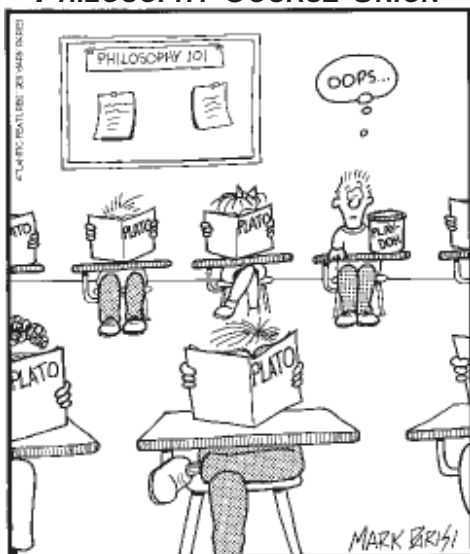# PHILOSOPHY COURSE UNION



MARK BRISI

## Introduction

The Philosophy Course Union (PCU) is a student-run organization that serves to ensure the best possible undergraduate philosophy education experience. The PCU co-ordinates various academic and social events throughout the year. To get in touch and find out how you can participate - check out our website: **http://www.chass.utoronto.ca/pcu/**

PCU Executive

## PHL 100Y1Y  Introduction to Philosophy

Instructor(s):  E. Kremer

| Enr: 222 | | Resp: 63 | | | | Retake: 81% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 14 | 15 | 31 | 28 | 9 | 5.0 |
| Explains | 1 | 0 | 6 | 22 | 31 | 22 | 15 | 5.1 |
| Communicates | 0 | 0 | 3 | 16 | 20 | 24 | 35 | 5.7 |
| Teaching | 0 | 0 | 1 | 19 | 29 | 32 | 17 | 5.5 |
| Workload | 0 | 4 | 14 | 67 | 11 | 1 | 0 | 3.9 |
| Difficulty | 3 | 0 | 8 | 56 | 29 | 3 | 0 | 4.2 |
| Learn Exp | 3 | 0 | 5 | 28 | 28 | 26 | 7 | 4.9 |

Kremer was praised as being both knowledgeable and enthusiastic about the material. His explanations were clear but there were mixed opinions about the level of organization of his lectures. A broad range of topics were covered and Kremer used helpful examples.

Instructor(s):  M. Kingwell

| Enr: 394 | | Resp: 256 | | | | Retake: 84% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 1 | 1 | 10 | 24 | 29 | 31 | 5.7 |
| Explains | 0 | 0 | 0 | 3 | 15 | 35 | 44 | 6.2 |
| Communicates | 0 | 0 | 0 | 0 | 3 | 22 | 72 | 6.7 |
| Teaching | 0 | 0 | 0 | 2 | 7 | 37 | 51 | 6.4 |
| Workload | 1 | 0 | 4 | 49 | 29 | 10 | 4 | 4.6 |
| Difficulty | 0 | 0 | 2 | 28 | 42 | 20 | 4 | 4.9 |
| Learn Exp | 0 | 0 | 2 | 11 | 27 | 29 | 29 | 5.7 |

Students praised Kingwell as being consistently engaging, insightful and entertaining. The stories and anecdotes told by Kingwell were greatly appreciated by students. The course strengthened the interests of many in pursuing philosophy further. Some students did mention a heavy reading load, unhelpful tutorials and that the pace of the course was often too fast. Many students would have preferred clearer overheads with better organization.

## PHL 200Y1Y  Ancient Philosophy

Instructor(s):  L. Gerson

| Enr: 143 | | Resp: 90 | | | | Retake: 81% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 1 | 1 | 6 | 9 | 16 | 33 | 32 | 5.7 |
| Explains | 1 | 2 | 2 | 11 | 20 | 30 | 31 | 5.7 |
| Communicates | 0 | 0 | 1 | 5 | 18 | 34 | 40 | 6.1 |
| Teaching | 2 | 3 | 4 | 8 | 29 | 26 | 25 | 5.4 |
| Workload | 0 | 0 | 2 | 27 | 32 | 26 | 11 | 5.2 |
| Difficulty | 0 | 0 | 0 | 11 | 27 | 40 | 20 | 5.7 |
| Learn Exp | 0 | 3 | 5 | 16 | 20 | 18 | 35 | 5.5 |

The material was difficult but enjoyable and thoroughly taught. More options on tests and essays would have been helpful. Lecture outlines would have been useful. Many students said that tutorials should have been made mandatory. Gerson was knowledgeable and enthusiastic about the material but some students complained about his interactions with the class. Students felt that he was hostile in answering questions and that this made them uncomfortable in asking for clarification. This abrasiveness was said to stifle the interest many students initially had in ancient philosophy.

## PHL 201H1F  Early Medieval Philosophy

Instructor(s):  P. King

| Enr: 70 | | Resp: 41 | | | | Retake: 97% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 0 | 0 | 7 | 29 | 63 | 6.6 |
| Explains | 0 | 0 | 0 | 2 | 0 | 26 | 70 | 6.7 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 21 | 78 | 6.8 |
| Teaching | 0 | 0 | 0 | 0 | 0 | 41 | 58 | 6.6 |
| Workload | 0 | 7 | 9 | 63 | 19 | 0 | 0 | 4.0 |
| Difficulty | 0 | 0 | 4 | 63 | 19 | 12 | 0 | 4.4 |
| Learn Exp | 0 | 0 | 0 | 21 | 18 | 29 | 29 | 5.7 |

King was an excellent lecturer. He was enthusiastic, clear and engaging. His lectures were extremely well-organized. Many students described the contagiousness of his enthusiasm and his ability to make very difficult material seem relevant. Many also described his humour as being an effective tool for instruction. Readings and material were described as difficult.

## PHL 206H1S  Later Medieval Philosophy

Instructor(s):  M. Pickave

| Enr: 66 | | Resp: 28 | | | | Retake: 65% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 3 | 14 | 42 | 28 | 10 | 5.3 |
| Explains | 3 | 0 | 10 | 21 | 39 | 21 | 3 | 4.7 |
| Communicates | 0 | 0 | 3 | 17 | 28 | 32 | 17 | 5.4 |
| Teaching | 0 | 0 | 3 | 17 | 35 | 32 | 10 | 5.3 |
| Workload | 0 | 0 | 11 | 62 | 25 | 0 | 0 | 4.1 |
| Difficulty | 0 | 0 | 3 | 37 | 40 | 11 | 7 | 4.8 |
| Learn Exp | 0 | 0 | 4 | 43 | 34 | 8 | 8 | 4.7 |

The course material was both enjoyable and challenging. Pickave was thought to be enthusiastic and engaging. The slides were useful and feedback on essays was very helpful.

## PHL 210Y1Y  17th- and 18th-Century Philosophy

Instructor(s):  M. Morrison

| Enr: 135 | | Resp: 49 | | | | Retake: 80% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 4 | 10 | 20 | 42 | 22 | 5.7 |
| Explains | 0 | 0 | 4 | 8 | 16 | 40 | 30 | 5.9 |
| Communicates | 0 | 0 | 0 | 4 | 18 | 51 | 26 | 6.0 |
| Teaching | 0 | 0 | 0 | 4 | 24 | 51 | 20 | 5.9 |
| Workload | 0 | 0 | 2 | 43 | 39 | 12 | 2 | 4.7 |
| Difficulty | 0 | 0 | 0 | 14 | 46 | 32 | 6 | 5.3 |
| Learn Exp | 0 | 0 | 7 | 19 | 36 | 24 | 12 | 5.1 |

Morrison was praised as being clear at communicating and lecturing. Also, she was good at answering questions but some felt that she spent too much time answering them during the class. Many praised her as being friendly and approachable.

### PHL 217H1S  Introduction to Continental Philosophy

Instructor(s):  P. Pedersen

Enr: 192          Resp: 109          Retake: 93%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 4 | 10 | 28 | 42 | 14 | 5.5 |
| Explains | 0 | 0 | 0 | 7 | 26 | 43 | 21 | 5.8 |
| Communicates | 0 | 0 | 0 | 1 | 19 | 47 | 30 | 6.0 |
| Teaching | 0 | 0 | 3 | 5 | 32 | 42 | 15 | 5.6 |
| Workload | 0 | 0 | 9 | 72 | 14 | 2 | 0 | 4.1 |
| Difficulty | 1 | 1 | 9 | 57 | 25 | 4 | 0 | 4.2 |
| Learn Exp | 0 | 1 | 4 | 20 | 31 | 26 | 16 | 5.3 |

Pedersen was praised as an enthusiastic and engaging instructor with clear explanations of the material. He was however, a bit repetitive at times. More regular office hours would have been beneficial. Less time should have been spent in class reading passages from assignments, but he was welcoming of student questions. Students found the material interesting, but wrote that too much time was spent on Nietzsche and were disappointed that Kafka was cut from the syllabus.

### PHL 232H1F  Knowledge and Reality

Instructor(s):  I. Dickie

Enr: 165          Resp: 95          Retake: 82%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 5 | 17 | 27 | 50 | 6.2 |
| Explains | 0 | 0 | 1 | 7 | 12 | 29 | 48 | 6.2 |
| Communicates | 0 | 0 | 1 | 2 | 9 | 33 | 53 | 6.4 |
| Teaching | 0 | 0 | 1 | 4 | 10 | 35 | 48 | 6.3 |
| Workload | 1 | 0 | 2 | 63 | 23 | 7 | 2 | 4.4 |
| Difficulty | 1 | 0 | 1 | 24 | 31 | 37 | 4 | 5.1 |
| Learn Exp | 0 | 1 | 2 | 20 | 26 | 25 | 25 | 5.5 |

Dickie was very knowledgeable. Her lectures helped teach very difficult concepts. Her handouts were very informative and quite necessary. Many students admired her presence and charisma. Extra walk-in tutorials were organized and were appreciated. Her grasp of the concepts and her comprehension of knowledge and epistemology were described in lofty terms. However, she did schedule the final essay too close to the final exam.

### PHL 235H1F  Philosophy of Religion

Instructor(s):  B. Dobell

Enr: 152          Resp: 79          Retake: 85%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 2 | 0 | 7 | 38 | 31 | 19 | 5.5 |
| Explains | 0 | 2 | 1 | 1 | 29 | 42 | 22 | 5.8 |
| Communicates | 0 | 2 | 2 | 13 | 28 | 30 | 22 | 5.5 |
| Teaching | 1 | 1 | 0 | 5 | 31 | 40 | 20 | 5.7 |
| Workload | 0 | 1 | 14 | 61 | 14 | 6 | 1 | 4.1 |
| Difficulty | 0 | 1 | 8 | 62 | 20 | 6 | 1 | 4.3 |
| Learn Exp | 0 | 2 | 0 | 28 | 40 | 21 | 5 | 5.0 |

Outlines and class discussions were very useful. Students appreciated his enthusiasm for the course material. A few thought that the material was too similar to History of Western Philosophy survey courses.

### PHL 237H1F  History of Chinese Philosophy

Instructor(s):  V. Shen

Enr: 170          Resp: 75          Retake: 69%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 4 | 13 | 25 | 36 | 20 | 5.6 |
| Explains | 0 | 1 | 9 | 28 | 12 | 41 | 6 | 5.0 |
| Communicates | 0 | 1 | 4 | 5 | 16 | 48 | 25 | 5.8 |
| Teaching | 0 | 1 | 1 | 22 | 22 | 40 | 12 | 5.4 |
| Workload | 0 | 2 | 8 | 69 | 10 | 5 | 2 | 4.2 |
| Difficulty | 0 | 2 | 8 | 55 | 16 | 14 | 2 | 4.4 |
| Learn Exp | 3 | 3 | 10 | 23 | 30 | 17 | 10 | 4.7 |

Students praised Shen for being enthusiastic and the course material for being interesting. Shen promptly replied to student emails. A few students wrote that Shen was sometimes difficult to understand, that there was too much material for a half-course, an that the class could have benefited from more in-class participation. Students complained that there was far too much memorization and that assignments and tests were graded with too few helpful comments.

### PHL 240H1F  Persons, Minds and Bodies

Instructor(s):  N. Scharer

Enr: 158          Resp: 84          Retake: 65%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 2 | 7 | 19 | 45 | 26 | 5.9 |
| Explains | 0 | 0 | 8 | 7 | 15 | 49 | 19 | 5.6 |
| Communicates | 0 | 0 | 0 | 2 | 10 | 42 | 44 | 6.3 |
| Teaching | 1 | 0 | 1 | 3 | 22 | 50 | 30 | 5.9 |
| Workload | 0 | 0 | 4 | 59 | 21 | 9 | 4 | 4.5 |
| Difficulty | 0 | 0 | 3 | 27 | 37 | 19 | 12 | 5.1 |
| Learn Exp | 1 | 0 | 3 | 34 | 25 | 28 | 6 | 4.9 |

Scharer was considered enthusiastic, approachable and interesting. Some found the course challenging with a heavy reading load. Students appreciated Scharer's availability.

### PHL 243H1F  Philosophy of Human Sexuality

Instructor(s):  D. Miyasaki

Enr: 185          Resp: 117          Retake: 78%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 10 | 20 | 30 | 37 | 5.9 |
| Explains | 0 | 0 | 2 | 4 | 21 | 40 | 30 | 5.9 |
| Communicates | 0 | 0 | 0 | 6 | 27 | 35 | 26 | 5.7 |
| Teaching | 0 | 0 | 2 | 2 | 23 | 41 | 29 | 5.9 |
| Workload | 0 | 1 | 8 | 73 | 14 | 1 | 0 | 4.1 |
| Difficulty | 0 | 0 | 12 | 62 | 21 | 3 | 0 | 4.2 |
| Learn Exp | 0 | 2 | 6 | 22 | 37 | 21 | 11 | 5.0 |

Many students enjoyed the class website and the overheads. Some took issue with mandatory attendance, finding it too harsh. Miyasaki was described as enthusiastic and approachable. Some complained that though the readings were good - lectures were simply a reiteration of the reading material.

### PHL 245H1F  Modern Symbolic Logic

Instructor(s):  I. Martel

Enr: 193          Resp: 67          Retake: 80%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 6 | 34 | 42 | 16 | 5.7 |
| Explains | 0 | 0 | 4 | 12 | 30 | 37 | 15 | 5.5 |
| Communicates | 0 | 0 | 1 | 9 | 36 | 27 | 25 | 5.7 |
| Teaching | 0 | 0 | 1 | 1 | 31 | 43 | 21 | 5.8 |
| Workload | 1 | 7 | 14 | 45 | 20 | 11 | 1 | 4.1 |
| Difficulty | 1 | 9 | 12 | 42 | 15 | 14 | 4 | 4.2 |
| Learn Exp | 0 | 0 | 1 | 33 | 23 | 27 | 13 | 5.2 |

Martel was said to be a good and enjoyable lecturer who presented the material with humour and in an organized fashion. He was flexible and accommodating to the needs of students, and was willing to take the extra time with those who needed it. Some students felt the second half of the course, after the drop date, was disproportionately difficult. Some felt that he should have divided the class into two separate courses.

## PHL 245H1S  Modern Symbolic Logic

Instructor(s):  D. De Dourek

Enr: 234              Resp: 81              Retake: 73%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 6 | 8 | 34 | 30 | 19 | 5.5 |
| Explains | 0 | 0 | 1 | 8 | 31 | 35 | 22 | 5.7 |
| Communicates | 0 | 1 | 1 | 3 | 24 | 39 | 29 | 5.9 |
| Teaching | 0 | 0 | 2 | 13 | 22 | 44 | 17 | 5.6 |
| Workload | 2 | 10 | 11 | 64 | 3 | 3 | 3 | 3.8 |
| Difficulty | 3 | 7 | 12 | 55 | 15 | 3 | 1 | 3.9 |
| Learn Exp | 1 | 1 | 9 | 48 | 20 | 11 | 6 | 4.5 |

Many felt that the class was too long.  This was likely due to the nature of the material.  De Dourek was entertaining and lively.  Tutorials would have been appreciated.  Answer keys to practice questions would also have been helpful.

## PHL 265H1F  Introduction to Political Philosophy

Instructor(s):  D. Waterfall

Enr: 162              Resp: 87              Retake: 68%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 2 | 0 | 4 | 10 | 30 | 37 | 14 | 5.4 |
| Explains | 1 | 1 | 4 | 12 | 36 | 34 | 9 | 5.2 |
| Communicates | 0 | 2 | 9 | 20 | 30 | 26 | 10 | 5.0 |
| Teaching | 0 | 1 | 3 | 12 | 26 | 39 | 16 | 5.5 |
| Workload | 0 | 0 | 1 | 68 | 20 | 8 | 1 | 4.4 |
| Difficulty | 0 | 0 | 3 | 48 | 38 | 4 | 4 | 4.6 |
| Learn Exp | 0 | 0 | 4 | 33 | 33 | 21 | 6 | 4.9 |

Students felt that Waterfall was a knowledgeable and effective instructor.  However, some felt that he went through the material too quickly. The work was also found to be challenging.

## PHL 271H1F  Law and Morality

Instructor(s):  S.R. Moreau

Enr: 193              Resp: 126              Retake: 92%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 4 | 12 | 33 | 48 | 6.2 |
| Explains | 0 | 0 | 0 | 4 | 15 | 32 | 47 | 6.2 |
| Communicates | 0 | 0 | 0 | 6 | 23 | 35 | 35 | 6.0 |
| Teaching | 0 | 0 | 0 | 0 | 9 | 40 | 49 | 6.4 |
| Workload | 0 | 3 | 19 | 69 | 4 | 3 | 0 | 3.9 |
| Difficulty | 0 | 2 | 9 | 63 | 15 | 5 | 3 | 4.2 |
| Learn Exp | 0 | 0 | 0 | 17 | 25 | 35 | 21 | 5.6 |

Moreau was almost universally lauded as an incredible lecturer.  She cared for the success of her students, and was enthusiastic, intelligent and organized!

## PHL 271H1S  Law and Morality

Instructor(s):  W. Sumner

Enr: 193              Resp: 134              Retake: 87%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 3 | 14 | 44 | 36 | 6.1 |
| Explains | 0 | 0 | 0 | 2 | 18 | 51 | 28 | 6.1 |
| Communicates | 0 | 0 | 0 | 5 | 17 | 48 | 27 | 6.0 |
| Teaching | 0 | 0 | 0 | 2 | 12 | 45 | 38 | 6.2 |
| Workload | 0 | 1 | 3 | 67 | 19 | 6 | 2 | 4.3 |
| Difficulty | 0 | 1 | 1 | 60 | 23 | 12 | 0 | 4.5 |
| Learn Exp | 0 | 0 | 0 | 17 | 39 | 33 | 7 | 5.3 |

This course was perceived as one of the best in the department because of its excellent organization, interesting material and overall presentation. It gave students an insight in the logic of laws and allowed them to develop critical thought.  Sumner was very articulate, and although he presented so much information during lectures, his instruction was always to-the-point and easy to follow.  Assignments and readings were quite challenging for a few people, but highly enjoyable and stimulating for advanced students.  Sumner's reading summaries, willingness to help in and outside of class, flexibility, approachability and very kind personality were loved by his students who wished he would teach more courses in the department.  An overwhelmingly majority commented that Philosophy students should not miss Sumner's course as it is guaranteed to deliver one of the best academic experiences at UofT.

## PHL 273H1S  Environmental Ethics

Instructor(s):  K. Maly

Enr: 174              Resp: 74              Retake: 95%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 1 | 2 | 5 | 18 | 30 | 30 | 11 | 5.1 |
| Explains | 0 | 0 | 2 | 6 | 26 | 41 | 22 | 5.7 |
| Communicates | 0 | 0 | 0 | 1 | 4 | 35 | 59 | 6.5 |
| Teaching | 1 | 0 | 0 | 7 | 10 | 44 | 37 | 6.1 |
| Workload | 1 | 0 | 10 | 67 | 15 | 2 | 2 | 4.2 |
| Difficulty | 1 | 4 | 10 | 67 | 12 | 4 | 0 | 4.0 |
| Learn Exp | 1 | 0 | 3 | 10 | 23 | 30 | 30 | 5.7 |

Students enjoyed this course very much and also enjoyed how it impacted other aspects of their lives.  They enjoyed Maly's interesting teaching style and the use of daily and weekly exercises.  Not everyone enjoyed the reading material, some found there to be too much of an American focus.  Overall, students recommended this instructor and course.

## PHL 275H1F  Introduction to Ethics

Instructor(s):  J. Boyle

Enr: 188              Resp: 92              Retake: 73%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 7 | 18 | 22 | 32 | 18 | 5.4 |
| Explains | 0 | 0 | 3 | 15 | 27 | 30 | 23 | 5.6 |
| Communicates | 0 | 0 | 1 | 5 | 25 | 38 | 30 | 5.9 |
| Teaching | 0 | 0 | 1 | 10 | 20 | 36 | 30 | 5.8 |
| Workload | 2 | 3 | 6 | 68 | 16 | 1 | 1 | 4.0 |
| Difficulty | 1 | 1 | 5 | 57 | 29 | 4 | 1 | 4.3 |
| Learn Exp | 0 | 1 | 4 | 32 | 33 | 21 | 6 | 4.9 |

Students found Boyle enthusiastic, intelligent and provocative.  They enjoyed his lectures and the notes he posted on the net.  A few complained that lectures rambled on, and could have used more concrete examples.  Overall, however, opinions of the course and instructor were high.

## PHL 281Y1Y  Bioethics

Instructor(s):  D. Ainslie

Enr: 245              Resp: 160              Retake: 80%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 7 | 19 | 41 | 31 | 5.9 |
| Explains | 0 | 0 | 0 | 4 | 22 | 37 | 35 | 6.0 |
| Communicates | 0 | 0 | 0 | 6 | 15 | 37 | 40 | 6.1 |
| Teaching | 0 | 0 | 0 | 3 | 20 | 37 | 37 | 6.1 |
| Workload | 0 | 0 | 7 | 71 | 15 | 3 | 1 | 4.2 |
| Difficulty | 0 | 0 | 5 | 62 | 20 | 9 | 1 | 4.4 |
| Learn Exp | 0 | 0 | 0 | 25 | 34 | 26 | 11 | 5.2 |

Students found Ainslie to be an enthusiastic instructor who made the course enjoyable.  Lectures were well-organized and presented in an engaging manner with excellent  use of examples.  Students also found the readings to be informative and illuminating.  There were some issues with time management of the lecturer, but students appreciated that lecture notes were posted online.

Students felt that the TAs could have provided more insight and feedback on essays, although they enjoyed tutorials overall.

Instructor(s):  L. Fuller

Enr: 231       Resp: 107       Retake: 71%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 3 | 9 | 20 | 28 | 25 | 11 | 4.9 |
| Explains | 2 | 0 | 9 | 23 | 24 | 26 | 11 | 4.9 |
| Communicates | 2 | 3 | 8 | 30 | 25 | 14 | 13 | 4.7 |
| Teaching | 0 | 1 | 7 | 27 | 27 | 25 | 8 | 4.9 |
| Workload | 0 | 0 | 1 | 71 | 20 | 4 | 1 | 4.3 |
| Difficulty | 0 | 0 | 4 | 60 | 22 | 10 | 1 | 4.4 |
| Learn Exp | 1 | 3 | 6 | 41 | 29 | 11 | 5 | 4.5 |

Based on the first semester, this course had lots of potential.  Fuller should have spent less time summarizing readings.  Essays were too challenging for a 200 level course. Class overheads need improvement. Fuller was, however, very helpful and accessible after class.

### PHL 285H1F  Aesthetics

Instructor(s):  S. Sedivy

Enr: 162       Resp: 99       Retake: 79%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 1 | 1 | 3 | 16 | 27 | 31 | 18 | 5.4 |
| Explains | 0 | 0 | 4 | 14 | 29 | 32 | 18 | 5.5 |
| Communicates | 0 | 0 | 0 | 2 | 15 | 36 | 45 | 6.3 |
| Teaching | 0 | 1 | 2 | 6 | 25 | 39 | 25 | 5.8 |
| Workload | 0 | 0 | 7 | 65 | 20 | 6 | 0 | 4.3 |
| Difficulty | 0 | 1 | 5 | 55 | 30 | 5 | 2 | 4.4 |
| Learn Exp | 1 | 0 | 5 | 25 | 21 | 24 | 21 | 5.2 |

Many students wrote that Sedivy was enthusiastic, clear, and concise in presenting the course material.  The lectures were engaging and good examples were chosen.  The reading selection was also praised in a number of evaluations.  However, slides would have helped some students and perhaps helped Sedivy stay more organized.  A few students complained about the TAs for the course, while others said they benefited from the tutorials.  Finally, a number of students complained that Sedivy devoted too much time to class discussion for such a large section; these discussions would often go off topic.

### PHL 295H1F  Business Ethics

Instructor(s):  J. Heath

Enr: 170       Resp: 94       Retake: 89%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 2 | 6 | 26 | 28 | 36 | 5.9 |
| Explains | 0 | 1 | 0 | 3 | 4 | 26 | 64 | 6.5 |
| Communicates | 0 | 0 | 0 | 1 | 1 | 20 | 77 | 6.7 |
| Teaching | 0 | 0 | 0 | 2 | 7 | 35 | 54 | 6.4 |
| Workload | 1 | 0 | 4 | 61 | 25 | 4 | 3 | 4.4 |
| Difficulty | 0 | 2 | 2 | 62 | 25 | 3 | 3 | 4.4 |
| Learn Exp | 1 | 0 | 0 | 16 | 21 | 26 | 34 | 5.7 |

Students found Heath an exceptionally enthusiastic and evocative lecturer.  Some students complained about inadequate grading policies for papers and the large amount of reading material.

### PHL 302H1S  Ancient Philosophy After Aristotle

Instructor(s):  L. Gerson

Enr: 28       Resp: 18       Retake: 94%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 5 | 5 | 33 | 38 | 16 | 5.6 |
| Explains | 0 | 0 | 5 | 0 | 11 | 44 | 38 | 6.1 |
| Communicates | 0 | 0 | 0 | 0 | 5 | 33 | 61 | 6.6 |
| Teaching | 0 | 0 | 0 | 5 | 0 | 50 | 44 | 6.3 |
| Workload | 0 | 0 | 0 | 50 | 27 | 22 | 0 | 47. |
| Difficulty | 0 | 0 | 0 | 5 | 11 | 38 | 44 | 6.2 |
| Learn Exp | 0 | 0 | 0 | 12 | 12 | 43 | 31 | 5.9 |

Students raved about Gerson calling him fantastic, enthusiastic and inspirational.  There was some concern regarding the difficulty of the

material but students only found that it inspired them even more.

### PHL 303H1S  Plato

Instructor(s):  P. Gooch

Enr: 37       Resp: 36       Retake: 81%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 2 | 2 | 19 | 47 | 27 | 5.9 |
| Explains | 0 | 0 | 0 | 5 | 8 | 70 | 14 | 5.9 |
| Communicates | 0 | 0 | 0 | 0 | 8 | 57 | 34 | 6.3 |
| Teaching | 0 | 0 | 0 | 5 | 14 | 55 | 28 | 6.0 |
| Workload | 0 | 0 | 5 | 68 | 22 | 0 | 2 | 4.3 |
| Difficulty | 0 | 0 | 2 | 51 | 34 | 8 | 2 | 4.6 |
| Learn Exp | 0 | 0 | 10 | 17 | 25 | 28 | 17 | 5.2 |

Gooch's course treated Plato's moral psychology from an early Christian perspective: 7 deadly sins.  Students generally found the content interesting but wished that more breadth could have been covered.  Also, many commented on the unconstrained student presentations, finding them unhelpful.  Overall, the supplementary reading (Oxford series - 7 deadly sins) was weak though Gooch was adept at drawing out clear themes in class and in the draft essays provided.

### PHL 308H1F  Aquinas

Instructor(s):  M. Pickave

Enr: 38       Resp: 21       Retake: 80%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 4 | 14 | 33 | 58 | 9 | 5.3 |
| Explains | 0 | 4 | 0 | 23 | 42 | 23 | 4 | 5.0 |
| Communicates | 0 | 0 | 4 | 4 | 33 | 42 | 14 | 5.6 |
| Teaching | 0 | 4 | 0 | 0 | 42 | 42 | 9 | 5.5 |
| Workload | 0 | 0 | 9 | 66 | 19 | 4 | 0 | 4.2 |
| Difficulty | 0 | 0 | 0 | 40 | 25 | 30 | 5 | 5.0 |
| Learn Exp | 0 | 0 | 10 | 20 | 25 | 40 | 5 | 5.1 |

Students found Pickave to be a knowledgeable and good lecturer.  Although the material was difficult, it was presented in a clear and concise manner.

### PHL 309H1S  Topics in Medieval Philosophy

Instructor(s):  P. King

Enr: 36       Resp: 20       Retake: 100%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 0 | 20 | 25 | 55 | 6.3 |
| Explains | 0 | 0 | 0 | 5 | 5 | 25 | 65 | 6.5 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 10 | 90 | 6.9 |
| Teaching | 0 | 0 | 0 | 0 | 5 | 30 | 65 | 6.6 |
| Workload | 0 | 0 | 0 | 47 | 36 | 15 | 0 | 4.7 |
| Difficulty | 0 | 0 | 0 | 5 | 26 | 26 | 42 | 6.1 |
| Learn Exp | 0 | 0 | 0 | 6 | 25 | 31 | 37 | 6.0 |

Students lavished praise on King as a model instructor, calling him inspirational, brilliant, funny and approachable.  He illuminated challenging material and enriched the intellectual lives of his students.

### PHL 311H1F  The Empiricists

Instructor(s):  M. Pickave

Enr: 35       Resp: 24       Retake: 86%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 4 | 4 | 12 | 45 | 29 | 4 | 5.0 |
| Explains | 0 | 4 | 4 | 12 | 50 | 29 | 0 | 5.0 |
| Communicates | 0 | 0 | 0 | 12 | 33 | 33 | 20 | 5.6 |
| Teaching | 0 | 0 | 8 | 4 | 41 | 45 | 0 | 5.2 |
| Workload | 0 | 0 | 4 | 75 | 20 | 0 | 0 | 4.2 |
| Difficulty | 0 | 0 | 0 | 58 | 37 | 4 | 0 | 4.5 |
| Learn Exp | 0 | 0 | 0 | 50 | 31 | 12 | 6 | 4.8 |

Some students thought that the instructor was difficult to understand.  Others said he focussed too much on Locke and didn't expand much on

the material from PHL 210.

### PHL 315H1F  19th-Century German Philosophy

Instructor(s):  B. Pollock

| Enr: 20 | | Resp: 18 | | | | Retake: 94% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 5 | 0 | 50 | 16 | 27 | 5.6 |
| Explains | 0 | 0 | 0 | 11 | 22 | 55 | 11 | 5.7 |
| Communicates | 0 | 0 | 0 | 0 | 5 | 27 | 66 | 6.6 |
| Teaching | 0 | 0 | 0 | 0 | 22 | 38 | 38 | 6.2 |
| Workload | 0 | 0 | 0 | 5 | 44 | 38 | 11 | 5.6 |
| Difficulty | 0 | 0 | 0 | 0 | 11 | 41 | 47 | 6.4 |
| Learn Exp | 0 | 0 | 0 | 0 | 20 | 46 | 33 | 6.1 |

Students found Pollock's lectures both challenging and provocative. They generally enjoyed the course, although some remarked upon the reading load.

### PHL 316H1S  Hegel

Instructor(s):  R. Comay

| Enr: 34 | | Resp: 16 | | | | Retake: 93% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 0 | 6 | 0 | 37 | 56 | 6.4 |
| Explains | 0 | 0 | 0 | 6 | 0 | 25 | 68 | 6.6 |
| Communicates | 0 | 0 | 0 | 6 | 12 | 18 | 62 | 6.4 |
| Teaching | 0 | 0 | 0 | 6 | 0 | 43 | 50 | 6.4 |
| Workload | 0 | 0 | 0 | 37 | 37 | 18 | 6 | 4.9 |
| Difficulty | 0 | 0 | 0 | 12 | 12 | 50 | 25 | 5.9 |
| Learn Exp | 0 | 0 | 0 | 6 | 31 | 18 | 43 | 6.0 |

Comay was seen as a very good and knowledgeable teacher.  The course material was excruciatingly obscure and difficult, but the instructor helped a lot.

### PHL 317H1S  Marx and Marxism

Instructor(s):  P. King

| Enr: 36 | | Resp: 17 | | | | Retake: 93% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 0 | 0 | 11 | 35 | 52 | 6.4 |
| Explains | 0 | 0 | 0 | 0 | 17 | 35 | 47 | 6.3 |
| Communicates | 0 | 0 | 0 | 0 | 5 | 35 | 58 | 6.5 |
| Teaching | 0 | 0 | 0 | 5 | 5 | 41 | 47 | 6.3 |
| Workload | 0 | 0 | 0 | 88 | 11 | 0 | 0 | 4.1 |
| Difficulty | 0 | 0 | 0 | 70 | 17 | 11 | 0 | 4.4 |
| Learn Exp | 0 | 0 | 0 | 6 | 40 | 46 | 6 | 5.5 |

Students heaped praise upon King, viewing him as an intellectually brilliant and an extremely enthusiastic instructor.  His humour, style and rigour impressed almost everyone, and he was seen as a very good instructor.

### PHL 320H1S  Phenomenology

Instructor(s):  V. Shen

| Enr: 31 | | Resp: 20 | | | | Retake: 70% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 15 | 26 | 31 | 15 | 10 | 4.8 |
| Explains | 0 | 0 | 27 | 16 | 16 | 27 | 11 | 4.8 |
| Communicates | 0 | 0 | 0 | 31 | 10 | 26 | 31 | 5.6 |
| Teaching | 0 | 0 | 5 | 33 | 16 | 27 | 16 | 5.2 |
| Workload | 0 | 0 | 0 | 55 | 27 | 16 | 0 | 4.6 |
| Difficulty | 0 | 0 | 0 | 16 | 33 | 38 | 11 | 5.4 |
| Learn Exp | 0 | 0 | 7 | 35 | 28 | 21 | 7 | 4.9 |

Some found Shen difficult to follow due to the difficult material.  A few students addressed the desire to have had more class discussion.

### PHL 321H1S  Heidegger

Instructor(s):  A. Calcagno

| Enr: 36 | | Resp: 26 | | | | Retake: 87% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 3 | 7 | 26 | 38 | 23 | 5.7 |
| Explains | 0 | 0 | 3 | 7 | 30 | 26 | 30 | 5.7 |
| Communicates | 0 | 0 | 0 | 3 | 11 | 42 | 42 | 6.2 |
| Teaching | 0 | 0 | 3 | 0 | 11 | 53 | 30 | 6.1 |
| Workload | 0 | 0 | 4 | 54 | 25 | 16 | 0 | 4.5 |
| Difficulty | 0 | 0 | 4 | 16 | 32 | 40 | 8 | 5.3 |
| Learn Exp | 0 | 0 | 0 | 10 | 20 | 40 | 30 | 5.9 |

Calcagno was praised as approachable, knowledgeable, and clear.  His enthusiasm and care made reading Heidegger's difficult piece - "Being and Time" easier.

### PHL 322H1S  Contemporary Continental Philosophy

Instructor(s):  W. Goetschel

| Enr: 33 | | Resp: 21 | | | | Retake: 100% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 0 | 5 | 25 | 50 | 20 | 5.8 |
| Explains | 0 | 0 | 0 | 4 | 9 | 61 | 23 | 6.0 |
| Communicates | 0 | 0 | 0 | 4 | 4 | 52 | 38 | 6.2 |
| Teaching | 0 | 0 | 0 | 0 | 14 | 47 | 38 | 6.2 |
| Workload | 0 | 0 | 0 | 44 | 11 | 27 | 16 | 5.2 |
| Difficulty | 0 | 0 | 0 | 17 | 35 | 23 | 23 | 5.5 |
| Learn Exp | 0 | 0 | 0 | 25 | 8 | 41 | 25 | 5.7 |

Students really enjoyed Goetschel's teaching and felt that he explained the difficult material in this course very well.  Most students really enjoyed the readings, but some found them too complex or lengthy.

### PHL 325H1S  The Analytic Tradition

Instructor(s):  I. Dickie

| Enr: 35 | | Resp: 29 | | | | Retake: 75% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 0 | 3 | 10 | 10 | 75 | 6.6 |
| Explains | 0 | 0 | 3 | 6 | 20 | 34 | 34 | 5.9 |
| Communicates | 0 | 0 | 0 | 3 | 3 | 27 | 65 | 6.6 |
| Teaching | 0 | 0 | 0 | 0 | 3 | 27 | 68 | 6.7 |
| Workload | 0 | 0 | 0 | 37 | 31 | 31 | 0 | 4.9 |
| Difficulty | 0 | 0 | 0 | 10 | 24 | 31 | 34 | 5.9 |
| Learn Exp | 0 | 0 | 4 | 8 | 24 | 36 | 28 | 5.8 |

Many students thought Dickie was the best teacher that they had had at UofT.  Her striking enthusiasm, clarity, and intellectual power greatly enhanced a very difficult course.

### PHL 326H1S  Wittgenstein

Instructor(s):  D. Waterfall

| Enr: 27 | | Resp: 13 | | | | Retake: 66% | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
| Presents | 0 | 0 | 0 | 15 | 23 | 30 | 30 | 5.8 |
| Explains | 0 | 0 | 7 | 7 | 15 | 30 | 38 | 5.8 |
| Communicates | 0 | 0 | 7 | 7 | 30 | 15 | 38 | 5.7 |
| Teaching | 0 | 0 | 0 | 7 | 15 | 38 | 38 | 6.1 |
| Workload | 0 | 0 | 0 | 76 | 15 | 7 | 0 | 4.3 |
| Difficulty | 0 | 0 | 0 | 38 | 23 | 30 | 7 | 5.1 |
| Learn Exp | 0 | 9 | 0 | 45 | 9 | 27 | 9 | 4.7 |

Students found Waterfall to be an enthusiastic and engaging instructor who showed great interest and knowledge in the material.  They felt that assignments were graded fairly and with helpful comments.  Some students found the material to be challenging.

**PHL 331H1F  Metaphysics**

Instructor(s):  N. Treanor

Enr: 38                    Resp: 22                    Retake: 80%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 4 | 4 | 27 | 40 | 13 | 9 | 4.8 |
| Explains | 0 | 0 | 4 | 18 | 27 | 36 | 13 | 5.4 |
| Communicates | 0 | 0 | 0 | 4 | 27 | 45 | 22 | 5.9 |
| Teaching | 0 | 0 | 4 | 9 | 22 | 36 | 27 | 5.7 |
| Workload | 0 | 9 | 9 | 59 | 18 | 0 | 4 | 4.0 |
| Difficulty | 0 | 0 | 9 | 31 | 31 | 18 | 9 | 4.9 |
| Learn Exp | 0 | 0 | 15 | 10 | 35 | 20 | 20 | 5.2 |

For the most part, students liked Treanor and his different approach to teaching philosophy, especially the peer-review marking scheme.  A few complained that he didn't explain concepts clearly.

**PHL 332H1S  Epistemology**

Instructor(s):  D. Goldstick

Enr: 35                    Resp: 19                    Retake: 77%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 26 | 10 | 42 | 15 | 5 | 4.6 |
| Explains | 0 | 0 | 26 | 5 | 26 | 36 | 5 | 4.9 |
| Communicates | 0 | 0 | 0 | 0 | 10 | 31 | 57 | 6.5 |
| Teaching | 0 | 0 | 0 | 15 | 21 | 47 | 15 | 5.6 |
| Workload | 0 | 0 | 0 | 68 | 21 | 10 | 0 | 4.4 |
| Difficulty | 0 | 0 | 0 | 47 | 36 | 15 | 0 | 4.7 |
| Learn Exp | 0 | 0 | 0 | 30 | 15 | 30 | 23 | 5.5 |

Students found Goldstick knowledgeable, enthusiastic and accessible.  However, some objected to his disorganized lecture style.

**PHL 335H1F  Issues in Philosophy of Religion**

Instructor(s):  M. Vertin

Enr: 33                    Resp: 30                    Retake: 70%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 3 | 16 | 33 | 46 | 6.2 |
| Explains | 0 | 0 | 6 | 10 | 16 | 33 | 33 | 5.8 |
| Communicates | 0 | 0 | 0 | 0 | 6 | 36 | 56 | 6.5 |
| Teaching | 0 | 0 | 0 | 6 | 17 | 48 | 27 | 6.0 |
| Workload | 0 | 0 | 10 | 76 | 13 | 0 | 0 | 4.0 |
| Difficulty | 0 | 0 | 0 | 41 | 44 | 10 | 3 | 4.8 |
| Learn Exp | 0 | 7 | 3 | 19 | 30 | 30 | 7 | 5.0 |

Students  praised Vertin's teaching ability, seminars and devotion to students.  While challenging, many found the course personally enriching.

**PHL 335H1S  Issues in Philosophy of Religion**

Instructor(s):  B. Pollock

Enr: 40                    Resp: 25                    Retake: 78%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 8 | 12 | 32 | 28 | 20 | 5.4 |
| Explains | 0 | 0 | 4 | 16 | 8 | 60 | 12 | 5.6 |
| Communicates | 0 | 0 | 0 | 0 | 12 | 40 | 48 | 6.4 |
| Teaching | 0 | 0 | 0 | 8 | 16 | 44 | 32 | 6.0 |
| Workload | 0 | 0 | 4 | 29 | 16 | 37 | 12 | 5.2 |
| Difficulty | 0 | 0 | 0 | 24 | 40 | 16 | 20 | 5.3 |
| Learn Exp | 0 | 0 | 4 | 22 | 22 | 18 | 31 | 5.5 |

This class was seen by many as fascinating, and its instructor as very good and enthusiastic.  However, some complained that the course had a high number of readings and stringent grading.

**PHL 341H1F  Freedom, Responsibility and Human Action**

Instructor(s):  J. Boyle

Enr: 40                    Resp: 24                    Retake: 83%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 8 | 12 | 20 | 41 | 16 | 5.5 |
| Explains | 0 | 0 | 0 | 20 | 20 | 33 | 25 | 5.6 |
| Communicates | 0 | 0 | 0 | 8 | 16 | 20 | 54 | 6.2 |
| Teaching | 0 | 0 | 0 | 4 | 29 | 37 | 29 | 5.9 |
| Workload | 4 | 4 | 12 | 75 | 4 | 0 | 0 | 3.7 |
| Difficulty | 0 | 0 | 4 | 75 | 20 | 0 | 0 | 4.2 |
| Learn Exp | 0 | 5 | 0 | 42 | 31 | 21 | 0 | 4.6 |

Pretty much everyone agreed that Boyle was friendly, approachable and knowledgeable.  There were mixed reactions about the effectiveness of presentations.  Some preferred more systematic lecturing, which wasn't possible when student presentations covered about half the course material.  Others claimed that the presentations forced them to understand the material better.

**PHL 3 42H1F  Minds and Machines**

Instructor(s):  J. Walmsley

Enr: 38                    Resp: 24                    Retake: 87%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 0 | 25 | 70 | 4 | 5.8 |
| Explains | 0 | 0 | 0 | 0 | 25 | 75 | 0 | 5.8 |
| Communicates | 0 | 0 | 0 | 8 | 12 | 58 | 20 | 5.9 |
| Teaching | 0 | 0 | 0 | 0 | 12 | 79 | 8 | 6.0 |
| Workload | 0 | 0 | 4 | 83 | 12 | 0 | 0 | 4.1 |
| Difficulty | 0 | 0 | 4 | 58 | 25 | 12 | 0 | 4.5 |
| Learn Exp | 0 | 0 | 0 | 43 | 43 | 13 | 0 | 4.7 |

Students found the material to be quite dense, but Walmsley did a good job of explaining it.  They felt that students could have been engaged more during class discussions.  Some philosophy students felt that the material was more computer science and less philosophy based.  Students liked that the notes were posted online and enjoyed the wide array of essay topics.  Essays were marked in a timely fashion with helpful feedback.

**PHL 355H1S  Philosophy of Natural Science**

Instructor(s):  I. Martel

Enr: 30                    Resp: 12                    Retake: 54%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 8 | 25 | 41 | 25 | 0 | 4.8 |
| Explains | 0 | 0 | 0 | 16 | 50 | 33 | 0 | 5.2 |
| Communicates | 0 | 0 | 0 | 8 | 50 | 41 | 0 | 5.3 |
| Teaching | 0 | 0 | 0 | 8 | 58 | 33 | 0 | 5.2 |
| Workload | 0 | 0 | 0 | 66 | 25 | 8 | 0 | 4.4 |
| Difficulty | 0 | 0 | 0 | 58 | 33 | 8 | 0 | 4.5 |
| Learn Exp | 0 | 0 | 16 | 16 | 33 | 33 | 0 | 4.8 |

**PHL 356H1F  Philosophy of Physics**

Instructor(s):  J.R. Brown

Enr: 40                    Resp: 33                    Retake: 93%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 6 | 21 | 45 | 27 | 5.9 |
| Explains | 0 | 0 | 0 | 3 | 21 | 51 | 24 | 6.0 |
| Communicates | 0 | 0 | 0 | 0 | 12 | 30 | 57 | 6.5 |
| Teaching | 0 | 0 | 0 | 3 | 9 | 51 | 36 | 6.2 |
| Workload | 0 | 3 | 12 | 78 | 6 | 0 | 0 | 3.9 |
| Difficulty | 0 | 3 | 3 | 46 | 31 | 15 | 0 | 4.5 |
| Learn Exp | 0 | 0 | 0 | 10 | 37 | 34 | 17 | 5.6 |

Brown was lauded for his kindness, enthusiasm and ability to clearly explain complex concepts.  Students appreciated his capacity to navigate two difficult subjects, but complained of the lack of feedback on essays.

**PHL 357H1F   Philosophy of Biology**

Instructor(s):  D. Walsh

Enr: 36                     Resp: 24                     Retake: 65%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 4 | 16 | 12 | 29 | 25 | 12 | 4.9 |
| Explains | 0 | 0 | 4 | 29 | 12 | 33 | 50 | 5.4 |
| Communicates | 0 | 0 | 0 | 8 | 16 | 41 | 33 | 6.0 |
| Teaching | 0 | 0 | 4 | 4 | 25 | 37 | 29 | 5.8 |
| Workload | 0 | 0 | 0 | 54 | 27 | 13 | 4 | 4.7 |
| Difficulty | 0 | 0 | 0 | 34 | 52 | 13 | 0 | 4.8 |
| Learn Exp | 0 | 0 | 0 | 38 | 16 | 11 | 33 | 5.4 |

   Students generally enjoyed this course.  Most found Walsh to be a good instructor and enjoyed the structure of the classes, which included more discussion than traditional lecturing.
   Most students felt that a course reader should have been provided rather than having to photocopy from the library.

**PHL 365H1F   Political Philosophy**

Instructor(s):  D. Waterfall

Enr: 37                     Resp: 24                     Retake: 83%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 4 | 12 | 20 | 50 | 12 | 5.5 |
| Explains | 0 | 0 | 4 | 16 | 20 | 45 | 12 | 5.5 |
| Communicates | 0 | 0 | 0 | 16 | 25 | 37 | 20 | 5.6 |
| Teaching | 0 | 0 | 0 | 8 | 20 | 45 | 25 | 5.9 |
| Workload | 0 | 0 | 0 | 54 | 25 | 16 | 4 | 4.7 |
| Difficulty | 0 | 0 | 0 | 47 | 26 | 17 | 8 | 4.9 |
| Learn Exp | 0 | 0 | 0 | 38 | 22 | 22 | 16 | 5.2 |

   Students found Waterfall to be an interesting and engaging instructor who helped to clarify difficult material.  Students found this course to be somewhat challenging although Waterfall's use of examples and lecturing style helped to elucidate the material.

**PHL 365H1S   Political Philosophy**

Instructor(s):  G. Sreenivasan

Enr: 37                     Resp: 25                     Retake: 100%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 4 | 4 | 12 | 54 | 25 | 5.9 |
| Explains | 0 | 0 | 0 | 8 | 25 | 37 | 29 | 5.9 |
| Communicates | 0 | 0 | 0 | 1 | 12 | 37 | 5 | 6.4 |
| Teaching | 0 | 0 | 0 | 0 | 12 | 50 | 37 | 6.2 |
| Workload | 0 | 0 | 0 | 83 | 12 | 4 | 0 | 4.2 |
| Difficulty | 0 | 0 | 0 | 50 | 41 | 4 | 4 | 4.6 |
| Learn Exp | 0 | 0 | 0 | 26 | 31 | 31 | 10 | 5.3 |

   Students really enjoyed Sreenivasan and found him to be both a very good lecturer and very approachable.  They found lectures to be well-organized and informative.

**PHL 371H1S   Issues in Environmental Ethics**

Instructor(s):  K. Maly

Enr: 32                     Resp: 26                     Retake: 96%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 3 | 7 | 42 | 30 | 15 | 5.5 |
| Explains | 0 | 0 | 0 | 7 | 23 | 34 | 34 | 6.0 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 23 | 76 | 6.8 |
| Teaching | 0 | 0 | 0 | 0 | 6 | 32 | 52 | 6.4 |
| Workload | 0 | 0 | 19 | 65 | 11 | 3 | 0 | 4.0 |
| Difficulty | 0 | 0 | 3 | 53 | 42 | 0 | 0 | 4.4 |
| Learn Exp | 0 | 0 | 5 | 0 | 27 | 27 | 38 | 5.9 |

   Students found this course to be different from other courses at UofT. They enjoyed Maly as an instructor.  Students put the lecture style  as "controlled chaos" which was one student stated wouldn't appeal to students "who require excessive order."

**PHL 375H1S   Ethics**

Instructor(s):  J. Yan

Enr: 33                     Resp: 22                     Retake: 78%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 14 | 38 | 38 | 9 | 5.4 |
| Explains | 0 | 0 | 0 | 15 | 40 | 40 | 5 | 5.3 |
| Communicates | 0 | 0 | 5 | 15 | 35 | 30 | 15 | 5.3 |
| Teaching | 0 | 0 | 0 | 4 | 19 | 61 | 14 | 5.9 |
| Workload | 0 | 0 | 0 | 75 | 12 | 12 | 0 | 4.4 |
| Difficulty | 0 | 0 | 18 | 50 | 12 | 18 | 0 | 4.3 |
| Learn Exp | 0 | 0 | 0 | 14 | 50 | 28 | 7 | 5.3 |

   Students enjoyed Yan and enjoyed this course on Buddhist ethics. They found Yan to be knowledgeable an enthusiastic about the material. Students did not appreciate that they were given a presentation assignment at the end of term with no prior knowledge of this in the syllabus.

Instructor(s):  R. Grajo

Enr: 35                     Resp: 15                     Retake: 73%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 6 | 0 | 6 | 13 | 46 | 26 | 5.7 |
| Explains | 0 | 6 | 0 | 0 | 20 | 46 | 26 | 5.8 |
| Communicates | 6 | 0 | 0 | 0 | 6 | 60 | 26 | 5.9 |
| Teaching | 6 | 0 | 0 | 6 | 40 | 20 | 26 | 5.4 |
| Workload | 0 | 0 | 0 | 80 | 13 | 0 | 6 | 4.3 |
| Difficulty | 0 | 0 | 0 | 73 | 6 | 6 | 13 | 4.6 |
| Learn Exp | 9 | 0 | 9 | 18 | 45 | 9 | 9 | 4.5 |

   While students found Grajo enthusiastic, intelligent and interesting, there were complaints about the multiple choice format of tests and the course's narrow focus on Marxism.

**PHL 380H1S   Global Bioethics**

Instructor(s):  G. Sreenivasan

Enr: 115                     Resp: 69                     Retake: 90%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 1 | 1 | 5 | 14 | 35 | 40 | 6.0 |
| Explains | 0 | 0 | 1 | 5 | 17 | 38 | 35 | 6.0 |
| Communicates | 0 | 0 | 1 | 10 | 5 | 40 | 41 | 6.1 |
| Teaching | 0 | 0 | 1 | 3 | 16 | 25 | 53 | 6.3 |
| Workload | 0 | 1 | 11 | 74 | 7 | 2 | 1 | 4.0 |
| Difficulty | 0 | 0 | 8 | 64 | 19 | 2 | 1 | 4.0 |
| Learn Exp | 0 | 1 | 1 | 24 | 32 | 29 | 10 | 5.2 |

   Students found this course very enjoyable.  They thought that the instructor was well-organized and easy to understand.  Sreenivasan was very enthusiastic, entertaining and engaging.  Students did not think that three exams adequately tested their knowledge of the course.  Also, they felt that more feedback could have been given on these exams.

**PHL 381H1F  Ethics and Medical Research**

Instructor(s):  S. Murray

Enr: 120                     Resp: 72                     Retake: 46%

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 8 | 2 | 20 | 19 | 27 | 13 | 7 | 4.2 |
| Explains | 5 | 2 | 15 | 30 | 21 | 14 | 10 | 4.4 |
| Communicates | 0 | 2 | 0 | 7 | 15 | 33 | 40 | 6.0 |
| Teaching | 7 | 1 | 5 | 21 | 14 | 30 | 19 | 5.1 |
| Workload | 0 | 1 | 2 | 52 | 27 | 13 | 1 | 4.5 |
| Difficulty | 1 | 0 | 0 | 33 | 28 | 30 | 5 | 5.0 |
| Learn Exp | 7 | 7 | 7 | 23 | 23 | 9 | 21 | 4.6 |

   Students felt that the goals for the class were not clearly articulated Some criticized the lectures for lacking a clear direction.  Some felt that tutorial or class discussions would have been preferable to the message board, and that there was too much focus on post-modern/post-structuralist philosophy.

### PHL 388H1F  Literature and Philosophy

Instructor(s):  T. Stock

| Enr: 49 | | | Resp: 30 | | | | Retake: 92% |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 24 | 31 | 34 | 10 | 5.3 |
| Explains | 0 | 0 | 0 | 10 | 23 | 43 | 23 | 5.8 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 43 | 56 | 6.6 |
| Teaching | 0 | 0 | 0 | 3 | 10 | 68 | 17 | 6.0 |
| Workload | 0 | 0 | 0 | 10 | 39 | 42 | 7 | 5.5 |
| Difficulty | 0 | 0 | 0 | 3 | 55 | 37 | 3 | 5.4 |
| Learn Exp | 0 | 0 | 0 | 7 | 23 | 42 | 26 | 5.9 |

Stock was a very good lecturer with contagious enthusiasm.  He made difficult material comprehensible and was always approachable/

### PHL 400H1S  Seminar in Ancient/Medieval Philosophy

Instructor(s):  D. Hutchinson

| Enr: 17 | | | Resp: 14 | | | | Retake: 85% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 7 | 21 | 71 | 0 | 5.6 |
| Explains | 0 | 0 | 0 | 7 | 14 | 64 | 14 | 5.9 |
| Communicates | 0 | 0 | 0 | 0 | 28 | 71 | 14 | 6.7 |
| Teaching | 0 | 0 | 0 | 0 | 14 | 42 | 42 | 6.3 |
| Workload | 0 | 0 | 14 | 78 | 7 | 0 | 0 | 3.9 |
| Difficulty | 0 | 15 | 15 | 46 | 23 | 0 | 0 | 3.8 |
| Learn Exp | 0 | 0 | 0 | 18 | 36 | 36 | 9 | 5.4 |

Students enjoyed this course and many commented on the wonderful relationship they shared with Hutchinson.

### PHL 402H1F  Seminar in Early Modern Philosophy

Instructor(s):  D. Novak

| Enr: 12 | | | Resp: 10 | | | | Retake: 100% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 10 | 20 | 20 | 50 | 6.1 |
| Explains | 0 | 0 | 0 | 0 | 22 | 33 | 44 | 6.2 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 11 | 88 | 6.9 |
| Teaching | 0 | 0 | 0 | 0 | 0 | 44 | 55 | 6.6 |
| Workload | 0 | 0 | 0 | 55 | 11 | 22 | 11 | 4.9 |
| Difficulty | 0 | 0 | 0 | 22 | 22 | 44 | 11 | 5.4 |
| Learn Exp | 0 | 0 | 0 | 14 | 14 | 42 | 28 | 5.9 |

"Amazing", "brilliant", "insightful", and "outstanding" were terms students used to describe Novak.

### PHL 404H1F  Seminar in Epistemology

Instructor(s):  D. Goldstick

| Enr: 15 | | | Resp: 10 | | | | Retake: 100% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 40 | 20 | 40 | 0 | 5.0 |
| Explains | 0 | 0 | 0 | 10 | 20 | 40 | 30 | 5.9 |
| Communicates | 0 | 0 | 0 | 0 | 10 | 0 | 90 | 6.8 |
| Teaching | 0 | 0 | 0 | 0 | 10 | 60 | 30 | 6.2 |
| Workload | 0 | 10 | 10 | 60 | 10 | 10 | 0 | 4.0 |
| Difficulty | 0 | 0 | 10 | 30 | 40 | 10 | 10 | 4.8 |
| Learn Exp | 0 | 0 | 0 | 50 | 12 | 25 | 12 | 5.0 |

Goldstick's lectures were considered interesting by most and confusing by some.  Students enjoyed his insight, but complained about the class' grading practices, unmarked presentations' quality and the focus on a single epistemological problem, as opposed to a variety of issues.

### PHL 405H1S  Seminar in Philosophy of Mind

Instructor(s):  J. Walmsley

| Enr: 17 | | | Resp: 15 | | | | Retake: 73% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 0 | 21 | 35 | 42 | 6.2 |
| Explains | 0 | 0 | 0 | 0 | 6 | 60 | 33 | 6.3 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 30 | 69 | 6.7 |
| Teaching | 0 | 0 | 0 | 0 | 0 | 38 | 61 | 6.6 |
| Workload | 0 | 0 | 0 | 71 | 21 | 7 | 0 | 4.4 |
| Difficulty | 0 | 0 | 0 | 13 | 53 | 26 | 6 | 5.3 |
| Learn Exp | 0 | 0 | 0 | 16 | 33 | 33 | 16 | 5.5 |

Many found this class to be well-structured and interesting.  There were scattered complaints about its difficult and abstract subject matter.  However, Walmsley was an excellent instructor.

### PHL 407H1S  Seminar in Ethics

Instructor(s):  H. Sobel

| Enr: 19 | | | Resp: 16 | | | | Retake: 15% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 6 | 6 | 6 | 50 | 18 | 12 | 0 | 4.1 |
| Explains | 6 | 12 | 31 | 25 | 18 | 6 | 0 | 3.6 |
| Communicates | 0 | 0 | 26 | 26 | 0 | 26 | 20 | 4.9 |
| Teaching | 6 | 6 | 25 | 18 | 25 | 12 | 6 | 4.1 |
| Workload | 0 | 0 | 6 | 25 | 25 | 18 | 25 | 5.3 |
| Difficulty | 0 | 0 | 0 | 31 | 18 | 37 | 12 | 5.3 |
| Learn Exp | 0 | 0 | 36 | 36 | 9 | 18 | 0 | 4.1 |

While considered an interesting course by some, many complained about the lack of class discussion and the fact that familiarity with the course subject seemed to be assured.  Many students also disliked the course text, which was a working progress on the internet.

### PHL 408H1F  Seminar in Philosophy - Ethics: East meets West

Instructor(s):  J. Yan

| Enr: 19 | | | Resp: 13 | | | | Retake: 62% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 9 | 27 | 36 | 27 | 5.8 |
| Explains | 0 | 0 | 0 | 20 | 20 | 40 | 20 | 5.6 |
| Communicates | 0 | 0 | 0 | 9 | 9 | 36 | 45 | 6.2 |
| Teaching | 0 | 0 | 0 | 16 | 8 | 25 | 50 | 6.1 |
| Workload | 0 | 0 | 0 | 33 | 16 | 41 | 8 | 5.2 |
| Difficulty | 0 | 0 | 0 | 33 | 16 | 33 | 16 | 5.3 |
| Learn Exp | 0 | 0 | 0 | 14 | 0 | 42 | 7 | 6.1 |

Students found Yan to be a very nice and understanding instructor who treated students fairly.  They enjoyed class discussions but thought they should have been provided with more feedback on their presentations.  Students enjoyed the course overall and thought there should be more Eastern Philosophy courses at UofT.

### PHL 408H1S  Seminar in Philosophy

Instructor(s):  J. Boyle

| Enr: 23 | | | Resp: 16 | | | | Retake: 93% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 12 | 56 | 31 | 0 | 5.2 |
| Explains | 0 | 0 | 0 | 6 | 43 | 37 | 12 | 5.6 |
| Communicates | 0 | 0 | 0 | 0 | 6 | 56 | 37 | 6.3 |
| Teaching | 6 | 0 | 0 | 0 | 12 | 56 | 25 | 5.8 |
| Workload | 0 | 0 | 6 | 81 | 12 | 0 | 0 | 4.1 |
| Difficulty | 0 | 0 | 6 | 31 | 50 | 12 | 0 | 4.7 |
| Learn Exp | 0 | 0 | 0 | 23 | 30 | 23 | 23 | 5.5 |

Boyle was considered a very good teacher and was viewed as highly approachable and helpful.

### PHL 410H1F  Seminar in Continental Philosophy

Instructor(s):  M. Kingwell

| Enr: 24 | | | Resp: 20 | | | | Retake: 100% |
|---|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 0 | 35 | 50 | 15 | 5.8 |
| Explains | 0 | 0 | 0 | 5 | 15 | 30 | 50 | 6.2 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 36 | 63 | 6.6 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Teaching | 0 | 0 | 0 | 0 | 10 | 60 | 30 | 6.2 |
| Workload | 0 | 0 | 0 | 45 | 40 | 15 | 0 | 4.7 |
| Difficulty | 0 | 0 | 0 | 21 | 36 | 26 | 15 | 5.4 |
| Learn Exp | 0 | 0 | 0 | 0 | 23 | 30 | 46 | 6.2 |

One student wrote, "Kingwell may actually be God in disguise". His lectures and readings were described as interesting. There was a lot of emphasis on exegesis, and not critical analysis. Content of the course was described as incredibly diverse. Some students remarked on the ineffectiveness of student presentations for communicating important ideas.

**PHL 412H1F  Seminar in Political Philosophy**

Instructor(s):  D. Dyzenhaus

Enr: 20                    Resp: 13                    Retake: 84%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 0 | 30 | 53 | 15 | 5.8 |
| Explains | 0 | 0 | 0 | 0 | 23 | 53 | 23 | 6.0 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 38 | 61 | 6.6 |
| Teaching | 0 | 0 | 0 | 0 | 0 | 38 | 61 | 6.6 |
| Workload | 0 | 0 | 0 | 46 | 30 | 23 | 0 | 4.8 |

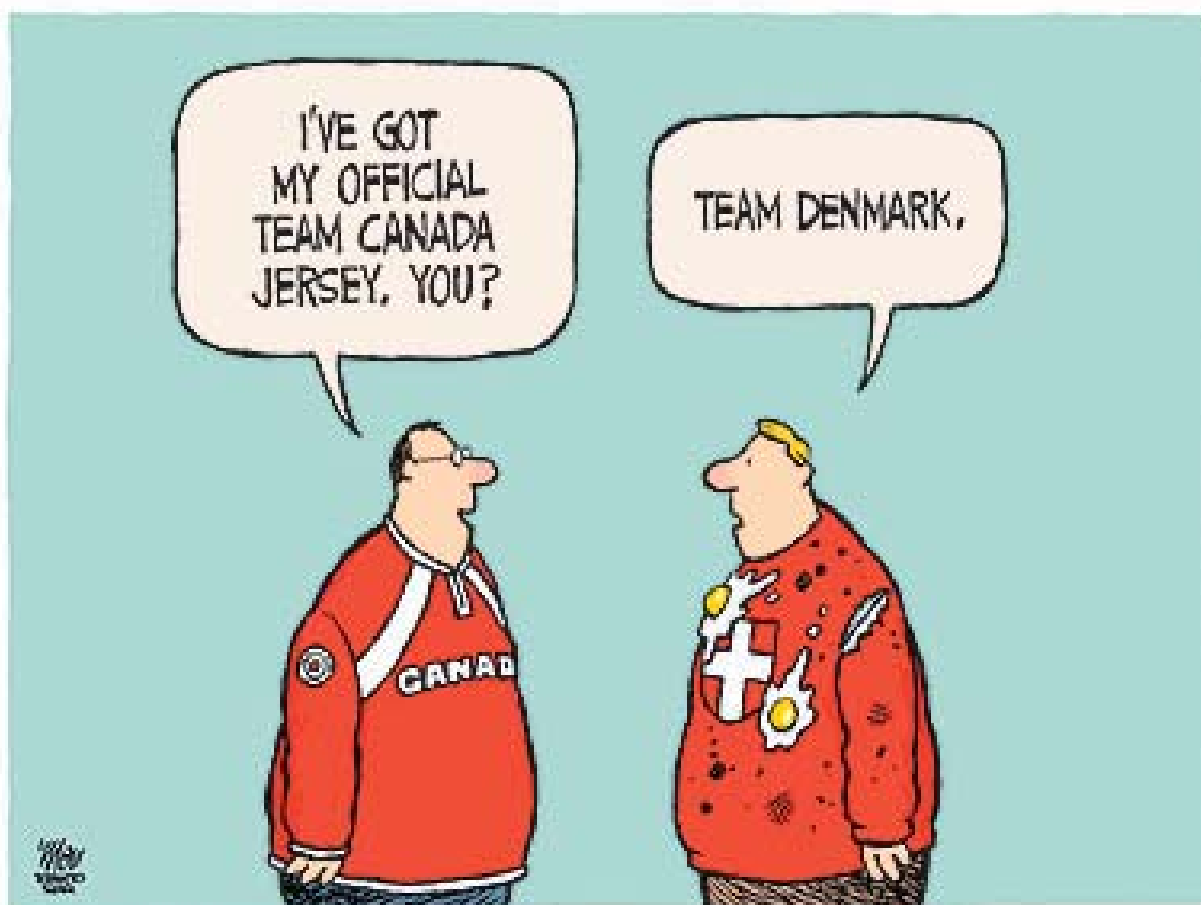| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Difficulty | 0 | 0 | 7 | 15 | 53 | 23 | 0 | 4.9 |
| Learn Exp | 0 | 0 | 0 | 11 | 22 | 33 | 33 | 5.9 |

Dyzenhaus was a superb lecturer who communicated effectively and clearly.

**PHL 451H1F  Seminar Logic / Philosophy of Language**

Instructor(s):  I. Dickie

Enr: 10                    Resp: 8                    Retake: 87%

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean |
|---|---|---|---|---|---|---|---|---|
| Presents | 0 | 0 | 0 | 0 | 0 | 12 | 87 | 6.9 |
| Explains | 0 | 0 | 0 | 0 | 25 | 37 | 37 | 6.1 |
| Communicates | 0 | 0 | 0 | 0 | 0 | 25 | 75 | 6.8 |
| Teaching | 0 | 0 | 0 | 0 | 12 | 37 | 50 | 6.4 |
| Workload | 0 | 0 | 0 | 37 | 37 | 0 | 25 | 5.1 |
| Difficulty | 0 | 0 | 0 | 0 | 0 | 42 | 57 | 6.6 |
| Learn Exp | 0 | 0 | 0 | 0 | 37 | 25 | 37 | 6.0 |

Dickie displayed a clear mastery of a difficult subject matter, and was an articulate and compelling lecturer. Students appreciated the extensive feedback on essays. Some would have enjoyed greater class discussions.