



## Course and Instructor Evaluation Summary Department of Philosophy

Hersch, Gil  
PHIL 13 - Intro to Philosophy: Ethics (A)  
Summer Session II 2014

**Number of Students Enrolled: 21**  
**Number of Evaluations Submitted: 20**

### 1. Your class level is

1 (5.0%):	freshman
5 (25.0%):	sophomore
7 (35.0%):	junior
7 (35.0%):	senior
0 (0.0%):	graduate
0 (0.0%):	extension

### 2. Your reason for taking this class is

0 (0.0%):	major
0 (0.0%):	minor
19 (95.0%):	gen. ed.
0 (0.0%):	elective
1 (5.0%):	interest

### 3. What grade do you expect in this class?

7 (36.8%):	A
10 (52.6%):	B
0 (0.0%):	C
0 (0.0%):	D
0 (0.0%):	F
2 (10.5%):	P
0 (0.0%):	NP
1:	[No Response]

## **INSTRUCTOR Gil Hersch**

4. Instructor displays a proficient command of the material.

11 (55.0%): strongly agree  
9 (45.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

5. Instructor is well prepared for classes.

10 (50.0%): strongly agree  
10 (50.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

6. Instructor's speech is clear and audible.

12 (60.0%): strongly agree  
8 (40.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

7. Instructor explains the course material well.

11 (55.0%): strongly agree  
7 (35.0%): agree  
1 (5.0%): neither agree nor disagree  
1 (5.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

8. Lectures hold your attention.

9 (45.0%): strongly agree  
8 (40.0%): agree  
2 (10.0%): neither agree nor disagree  
1 (5.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

9. Instructor's lecture style facilitates note-taking.

6 (30.0%): strongly agree  
9 (45.0%): agree  
3 (15.0%): neither agree nor disagree  
2 (10.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

10. Instructor shows concern for students' learning.

10 (50.0%): strongly agree  
10 (50.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

11. Instructor promotes appropriate questions/discussion.

11 (55.0%): strongly agree  
9 (45.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

12. Instructor is accessible outside of class.

7 (35.0%): strongly agree  
12 (60.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
1 (5.0%): not applicable

13. Instructor starts and finishes class on time.

7 (35.0%): strongly agree  
11 (55.0%): agree  
2 (10.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

14. Instructor is effective in promoting academic integrity.

9 (45.0%): strongly agree  
10 (50.0%): agree  
1 (5.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

## COURSE MATERIAL PHIL 13

15. The course material is intellectually stimulating.

9 (45.0%):	strongly agree
9 (45.0%):	agree
2 (10.0%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

16. Assignments promote learning.

6 (30.0%):	strongly agree
10 (50.0%):	agree
4 (20.0%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

17. Required reading is useful.

8 (40.0%):	strongly agree
8 (40.0%):	agree
4 (20.0%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

18. This course is difficult relative to others.

4 (20.0%):	strongly agree
4 (20.0%):	agree
10 (50.0%):	neither agree nor disagree
2 (10.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

19. Exams are representative of the course material.

4 (20.0%):	strongly agree
7 (35.0%):	agree
4 (20.0%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
5 (25.0%):	not applicable

## GENERAL QUESTIONS

20. I learned a great deal from this course.

5 (25.0%):	strongly agree
12 (60.0%):	agree
3 (15.0%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

21. How many hours a week do you spend studying outside of class on average?

1 (5.0%):	0-1
6 (30.0%):	2-3
5 (25.0%):	4-5
2 (10.0%):	6-7
1 (5.0%):	8-9
4 (20.0%):	10-11
1 (5.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more

22. How often do you attend this course?

0 (0.0%):	Very Rarely
0 (0.0%):	Some of the Time
20 (100.0%):	Most of the Time

23. Do you recommend this course overall?

18 (90.0%):	Yes
2 (10.0%):	No

24. Do you recommend this professor overall?

20 (100.0%):	Yes
0 (0.0%):	No

## PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Gil Hersch:

- A very enthusiastic professor who really tries to engage students. Demonstrates concern for individual learning by commenting in our writing assignments.
- Awesome, brilliant man
- Cool.
- Down to Earth and concerned for the progress for his students. Highly approachable.

- Gil was awesome. He knew how to get my brain going and to think about complex concepts i had never before considered. I would say Gil has helped me develop a way of thinking about things i would never have had. He seems to know about what he is teaching, and he seems to honestly care about the students. he is a very nice guy to.
- Great guy! Very articulate about ideas, definitely knows what he's doing. Looks like the guy from Epic Meal Time!
- great teacher; he keeps the class stimulating with discussions which i enjoyed
- He is good, and responsible.
- Profesor Hersch is a very engaging professor with a good sense of humor at times. He is able to keep the topic very interesting and engaging and often calls for discussion.
- The professor was amazing. You can tell how much he cares and wants his students to like philosophy.
- Used a variety of teaching methods (ie. group work, real life examples, video, mini writing assignments) to get us to think about the concepts in different ways, which was helpful.
- Very good instructor, kept me interested and paying attention for about 80% of the lecture which was in no way his fault but the unfortunate fact that I cannot concentrate completely for three hours and the mind is disposed to wandering at times. Sometimes it feels like topics were verging on tangents but mostly any stories or other supplemental topics did help me to understand the topic. Also helped that it was a more intimate class.

## 26. Course PHIL 13:

- A class filled with ethical challenges appropriate for healthy debates/discussions.
- As a course, the study of ethics doesn't seem to be interesting but it draws a lot of deep questions and really makes you think about what your beliefs are.
- Definitely interesting, yet I'm unsure of its practical applications to my life.
- Fun.
- Good class for those who are curious about ethics and want a GE that stimulates the mind
- Love this course!
- Phil 13 wasn't exactly what I was expecting. It was a decent class since the professor is amazing but the lack of admitting science plays a role in everything as well causes it to almost appear biased in its statements.
- the class is very interesting! learning about morals and seeing different people's perspective during discussions were really fun and great to listen to
- Very interesting, lots of cool topics. Interesting debates
- Was not really what I was expecting, but then again I wasn't sure what to expect to begin with.
- Wish we can finish the whole book.

## 27. Exams/Quizzes/Papers:

- all fine.
- At first I wasn't clear that the grades on the quizzes were going to be based on answers and not participation of the paper. It would be good to explicitly state that. Also, just reminding people the importance of a prompt would be really helpful because a lot of times people get so wound up in their ideas that they forget to follow the prompt.
- Bearable
- I liked that the reading quizzes were not graded based on correctness, so I could focus on whether my method of reading the material was helping me understand the reading overall rather than worrying about searching for the right answers. The topics for the writing assignments were interesting and relevant.
- Midterm/FInals were killers. Writing assignments were okay. Grading is rather ambiguous because there is no set rubric so we have no idea what to do to get the grade we want.
- Nothing too out of the ordinary. A good intro to Phil type papers
- Papers were rushed given the summer situation.
- quizzes were pretty representative of the course and required the readings; papers were graded a little harshly than i thought they would be but there was good feedback on them and definitely know what to do better
- Representative of the class, I feel like it definitely is the right approach to be taken.
- Super fun!
- The problem with the midterm and final is that they are solely graded by the TA. And if the TA is biased it ends up being a huge problem.
- They are reasonable assignments, fair in difficulty and length

## 28. Reading [title(s) and comments]:

- All our readings come from one book/anthology so I guess that's really convenient.
- All were pretty cool except for the latter part of the course kind of got dull
- Having the reading due (via quizzes) before the lecture relating to it was helpful to better understand what was discussed in class and keep us on track.
- In general the readings were mostly interesting, save for a few reading in which the writer's work was elitist and would require reading a sentence at least three times to even get the basic gist of it.
- Interesting read
- Reading can be dense but can also be interesting.
- Reading is relevant and explained well in class
- Reading is super interesting!

- the readings were very interesting! much better than my other philosophy class i took which made this class more enjoyable to come to!
- They were helpful.
- Too hard for foreign students.

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Philosophy, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.





## Course and Instructor Evaluation Summary Department of Philosophy

Hersch, Gil  
PHIL 145 - Philosophy of Science (A)  
Summer Session II 2015

**Number of Students Enrolled: 14**  
**Number of Evaluations Submitted: 14**

### 1. Your class level is

0 (0.0%):	freshman
0 (0.0%):	sophomore
2 (14.3%):	junior
12 (85.7%):	senior
0 (0.0%):	graduate
0 (0.0%):	extension

### 2. Your reason for taking this class is

3 (21.4%):	major
3 (21.4%):	minor
3 (21.4%):	gen. ed.
3 (21.4%):	elective
2 (14.3%):	interest

### 3. What grade do you expect in this class?

5 (35.7%):	A
5 (35.7%):	B
2 (14.3%):	C
0 (0.0%):	D
0 (0.0%):	F
2 (14.3%):	P
0 (0.0%):	NP

## **INSTRUCTOR Gil Hersch**

4. Instructor displays a proficient command of the material.

5 (35.7%):	strongly agree
8 (57.1%):	agree
1 (7.1%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

5. Instructor is well prepared for classes.

6 (42.9%):	strongly agree
8 (57.1%):	agree
0 (0.0%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

6. Instructor's speech is clear and audible.

6 (42.9%):	strongly agree
5 (35.7%):	agree
2 (14.3%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
1 (7.1%):	not applicable

7. Instructor explains the course material well.

4 (28.6%):	strongly agree
5 (35.7%):	agree
3 (21.4%):	neither agree nor disagree
2 (14.3%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

8. Lectures hold your attention.

3 (21.4%):	strongly agree
3 (21.4%):	agree
5 (35.7%):	neither agree nor disagree
3 (21.4%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

9. Instructor's lecture style facilitates note-taking.

1 (7.1%):	strongly agree
7 (50.0%):	agree
3 (21.4%):	neither agree nor disagree
2 (14.3%):	disagree
0 (0.0%):	strongly disagree
1 (7.1%):	not applicable

10. Instructor shows concern for students' learning.

5 (35.7%): strongly agree  
8 (57.1%): agree  
0 (0.0%): neither agree nor disagree  
1 (7.1%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

11. Instructor promotes appropriate questions/discussion.

7 (50.0%): strongly agree  
7 (50.0%): agree  
0 (0.0%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

12. Instructor is accessible outside of class.

7 (50.0%): strongly agree  
3 (21.4%): agree  
2 (14.3%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
2 (14.3%): not applicable

13. Instructor starts and finishes class on time.

10 (71.4%): strongly agree  
3 (21.4%): agree  
0 (0.0%): neither agree nor disagree  
1 (7.1%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

14. Instructor is effective in promoting academic integrity.

8 (57.1%): strongly agree  
5 (35.7%): agree  
1 (7.1%): neither agree nor disagree  
0 (0.0%): disagree  
0 (0.0%): strongly disagree  
0 (0.0%): not applicable

## COURSE MATERIAL PHIL 145

15. The course material is intellectually stimulating.

3 (21.4%):	strongly agree
8 (57.1%):	agree
3 (21.4%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

16. Assignments promote learning.

4 (28.6%):	strongly agree
7 (50.0%):	agree
2 (14.3%):	neither agree nor disagree
1 (7.1%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

17. Required reading is useful.

6 (42.9%):	strongly agree
6 (42.9%):	agree
2 (14.3%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

18. This course is difficult relative to others.

3 (21.4%):	strongly agree
3 (21.4%):	agree
7 (50.0%):	neither agree nor disagree
1 (7.1%):	disagree
0 (0.0%):	strongly disagree
0 (0.0%):	not applicable

19. Exams are representative of the course material.

2 (14.3%):	strongly agree
7 (50.0%):	agree
2 (14.3%):	neither agree nor disagree
0 (0.0%):	disagree
0 (0.0%):	strongly disagree
3 (21.4%):	not applicable

## GENERAL QUESTIONS

20. I learned a great deal from this course.

3 (21.4%):	strongly agree
3 (21.4%):	agree
6 (42.9%):	neither agree nor disagree
1 (7.1%):	disagree
1 (7.1%):	strongly disagree
0 (0.0%):	not applicable

21. How many hours a week do you spend studying outside of class on average?

0 (0.0%):	0-1
3 (21.4%):	2-3
5 (35.7%):	4-5
4 (28.6%):	6-7
2 (14.3%):	8-9
0 (0.0%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more

22. How often do you attend this course?

0 (0.0%):	Very Rarely
0 (0.0%):	Some of the Time
14 (100.0%):	Most of the Time

23. Do you recommend this course overall?

12 (85.7%):	Yes
2 (14.3%):	No

24. Do you recommend this professor overall?

11 (78.6%):	Yes
3 (21.4%):	No

## PLEASE COMMENT ON THE FOLLOWING:

25. Instructor Gil Hersch:

- A good instructor and all around nice guy. Can be a bit monotone throughout lecture and relies strongly on his powerpoint as reference throughout the lecture. His teaching style is accommodating to the small class environment, and he does well in making eye contact and speaking to all of his students throughout lecture. Gil should have used the iclickers more often, as I felt that would have given students an opportunity to engage with the discussion more, as opposed to his thorough lecturing.
- Gil clearly finds the subject matter interesting and likely has a strong grasp of it. However, it seemed like he had difficulty articulating different positions in a clear manner. For especially

lengthy reading, it seemed that the material was glossed over. I would say his greatest strength is that he tries to engage the class into discussion and debate amongst the students. But as a student, this is a difficult task without having a somewhat strong foundation of what each position entails.

- Gil is really knowledgeable, and has done well in guiding a class that is not particularly well-versed in philosophical methods through some tricky topics.
- Gil was always professional and timely. I thought that he did a better job than most of my professors in that he was able to stimulate conversation in the classroom and pull everyone into the discussion without picking on students and asking them individual questions. I found readings useful, but would have preferred a reading quiz at the beginning of class followed by a short discussion of the readings, as some of them were very difficult to understand. When I would feel lost in class, I felt able to ask questions and he always made sure that everyone understood a concept before moving on. He made us feel comfortable in class and didn't take himself too seriously.
- Good lecturer, presents the materials nicely and clearly. Maybe needs to promote discussion in class a bit more by presenting more provoking ideas.
- Good professor, genuinely cares about what he is teaching.
- He is impatient, persistent with his questions, and often comes across as rude. Overall, he does a fairly good job, but he needs to work on some of the things he was presented with.
- He's awesome. Professors emphasize respect in discussion classes, especially when discussing topics that are personal and emotional. While respect is important in discussions, a lot of professors/TAs stifle the discussions by being too sensitive to the issue. Gil let us fight a little bit in discussions but always stopped it when it got too heated. He's probably the best professor I've had in this regard because he promoted respectful discussion without limiting the student's right to express opinions and argue for their point.
- Knowledgeable in a broad range of topics, which is helpful for a class like this that draws discussion from a wide range of fields of study. Effective at moderating dialogue and debate, particularly in interjecting when necessary. Humorous comments and stories made lecture entertaining.
- Mr. Hersch's lectures are very relevant and well-organized. I believe that he could present his material with more confidence. He provides an engaging environment in which the students want to participate actively in and go deeper with the course content.
- Very calm and commanding of the classroom.
- Well-prepared and entertaining.  
Leads good discussions.

## 26. Course PHIL 145:

- Can we make this course more relevant?
- Class is very complicated. Not recommended for non science major.
- Demanding for an elective
- Eh. As a Cell Biology and Biochemistry major, I was a little disappointed with the lack of scientific knowledge. But, this is not a science course, it is a philosophy course and it was an okay philosophy course. I would have enjoyed the class more if the science in the course was

more advanced and accurate. But, I can't complain too much because at the end of the day, it is a philosophy course.

- I expected this course to give background arguments about what science is, how it's produced and to read fiery debates about it. The subject material that was covered matched what I expected but was much drier than I anticipated.
- Interesting course, with a suitable course load. Would recommend for a required GE/ interesting philosophy elective.
- Some good topics, but was always going to suffer a little from the compressed summer format
- The small class structure encourages student input and discussion. However, I found it questionable that someone not more involved with natural science would teach "Philosophy of Science." In the end, I was able to learn valuable perspectives in the community.
- This class was interesting to me as a science major, it has made me think more critically about my work as a researcher.
- Ties Philosophy and Science interestingly. Encourages critical-thinking.
- Topic almost seemed too broad to have adequately tackled in one course. A list of course goals and questions (i.e. To determine how fields of study qualify as sciences), rather than general topics of interest in Phil of Science, at the beginning of the class would have been helpful.
- Very difficult and demanding yet enriching.

## 27. Exams/Quizzes/Papers:

- Appropriate and helpful for testing and understanding the material.
- Fair
- Fair grading, and the weekly quizzes were not overly difficult.
- Midterm paper was straightforward but very dry as far as philosophy class papers go. Wasn't very enthusiastic about writing it, but certainly can't argue that it tested very clearly for knowledge of class material. The quizzes were helpful for keeping on top of the readings.
- Quizzes were helpful in pinpointing key points for subject matter. The midterm was somewhat difficult due to the prompt. It would have been engaging to have to take a position, consider objections and defend said position with course materials.
- Quizzes were very basic reading comprehension, and I found that they were just a tedious task to do before class. I would prefer a short in class writing question for comprehension followed by short discussion.
- very demanding of thought and reason

## 28. Reading [title(s) and comments]:

- Appropriate and helpful content wise and length wise.

- Class subject matter and reading material could have been more interesting. A bit dull and unexciting (yes, I realize this is a philosophy course...)
- The amount of reading was reasonable. However, the material wasn't very engaging. It would have been nice to read more current debates.
- The readings were often very long and complicated. The lectures did help in breaking down the dense readings and allowing for discussion in areas we were confused in.
- The textbook was valuable in introducing to the student how a philosopher may generally explore multiple aspects of a topic.
- Theory and Reality; it was really good when it talked about specific philosophers and their views, but wasn't so helpful when talking about general concepts. But again, I am a Bio major and not a Phil major so my lack of understanding probably had less to do with the text and more to do with my lack of background knowledge.
- very difficult even for science majors about their craft.

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