Instructor Rachel Bernhard

Fall Quarter 2020
POL 166 (001) 53458

UNIVERSITY OF CALIFORNIA - DAVIS

Student Evaluation of Teaching

Enrollment 110
% responding 93

	5		4		3		2		1					
	5	%	4	%	3	%	2	%	1	%	$\bar{x}$	SD	M	N
Please indicate the overall educational value of the course. (excellent | very good | satisfactory | fair | poor)	78	76%	22	21%	3	3%	0	0%	0	0%	4.7	0.5	5.0	103
UCD Grade Point Average: (5) 4-3.6, (4) 3.5-3.1, (3) 3-2.6, (2) 2.5-2.1, (1) 2 or below	37	36%	48	47%	14	14%	4	4%	0	0%	4.1	0.8	4.0	103
Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F	61	60%	39	39%	1	1%	0	0%	0	0%	4.6	0.5	5.0	101
Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low	72	70%	18	17%	12	12%	1	1%	0	0%	4.6	0.7	5.0	103
Please indicate the overall teaching effectiveness of the instructor. (excellent | very good | satisfactory | fair | poor)	88	85%	14	14%	1	1%	0	0%	0	0%	4.8	0.4	5.0	103
Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	96	93%	6	6%	1	1%	0	0%	0	0%	4.9	0.3	5.0	103
Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	97	94%	5	5%	1	1%	0	0%	0	0%	4.9	0.3	5.0	103
Instructor's availability for consultation.	72	79%	14	15%	5	5%	0	0%	0	0%	4.7	0.6	5.0	91
Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	79	77%	14	14%	9	9%	1	1%	0	0%	4.7	0.7	5.0	103
Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	82	80%	16	16%	3	3%	1	1%	0	0%	4.8	0.6	5.0	102
Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	93	91%	6	6%	3	3%	0	0%	0	0%	4.9	0.4	5.0	102
Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	70	68%	26	25%	7	7%	0	0%	0	0%	4.6	0.6	5.0	103
Fairness and impartiality of grading.	69	70%	22	22%	6	6%	0	0%	1	1%	4.6	0.7	5.0	98
Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	66	80%	13	16%	3	4%	0	0%	0	0%	4.8	0.5	5.0	82

Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Hello future readers, buckle up for an essay on Professor Bernhard and Women in Politics. I mean every single word I say!

Rachel Bernhard is, no exaggeration, the best Political Science professor I have ever had in my three years as a Political Science major here at UC Davis. As a first-generation woman of color, I constantly fight to have my political voice heard in a white male-dominated academic field. Professor Bernhard not only proudly included my lived experiences in her syllabus, but she encouraged those who usually don't get to speak to voice their academic interpretations of those studies. That is the defining factor of this class. I felt empowered to engage with the course material. Every essay assigned, every reading given, every project completed, I was engaged and interested in, albeit tired from the quarter. In my 3 years as a Poli Sci major, the main difference here from other courses was that I was learning about how political science impacts marginalized communities like mine as opposed to learning the structures.

For the first time ever, I read every single reading given to us. For the first time ever, I learned about the role of Central American women in US politics. For the first time ever, I felt confident enough to disagree with a peer in a live lecture. For the first time ever, I felt seen and validated in a Political Science class. For the first time ever, I felt comfortable enough to stay after class to speak to the Professor. As a first gen student, these are all feats I've struggled to accomplish. Professor Bernhard has been a key asset in my academic success and improvement. Without her and this course material, I probably would have never shown up to Zoom class.

Considering this course was conducted via Zoom, I think I can speak on behalf of my peers and say this is a class you want to log on to. Other classes can be watched later and reviewed, but this is one where fruitful discussions are something you want to be a part of in a live setting. It doesn't hit the same when you watch the discussion portion of the lecture afterward, you want to be a part of the talk. Our class built literal friendships and bonds with each other that I've never had in other classes. Considering I'm writing this at the end of a harrowing and exhausting quarter, Professor Bernhard deserves nothing but praise and support.

This class and its course contents are CRUCIAL to the equitable inclusion of women in the political science department. In fact, other professors should include more information about women in their courses.

Finally, I will say that if Political Science is designed to produce an understanding of the structural systems of policy, this class should be mandated for all students in this department. Without a holistic understanding of the historical marginalization of women in politics, how will we confidently send students to run for public office? How can I trust someone who doesn't understand the lived experience of a woman to legislate on my behalf? For those who took POL 166, I can say their understanding of politics and the role of people in it is heads and shoulders above those who have not taken this course.

I would recommend this class, and Professor Bernhard, to any student at UC Davis.

To other professors and academics reading this, I implore you to take a leaf out of Professor Bernhard's teaching style. The women of color in your courses will sing your praises.

Further, I should not have had to wait THREE YEARS IN MY OWN MAJOR to learn about the role women of color have in American politics. Y'all need to do better. Women of color in this department should not have to grasp at scraps in the department to learn about their own lived experiences in an academic setting. I just looked at the Political Science website and we have less than 5 WOC teaching. Why is that? Y'all know POC have been historically left out of education and politics and should be working against that in your own department. How many students left this major to Chicano Studies for not feeling represented? You could teach a whole class on the role of women in political movements, movement by movement. It is not enough to teach about us, include us in your decision making. Anyways, Professor Bernhard took the time to include all of these subject matters in her syllabus and research, y'all can too. We learn about white men in every single class, acknowledge women of color.

And also, hire more women of color to be professors and leaders in the department. Y'all hire WOC as your research assistants all the time but don't give them promotions and I'm tired of the performative activism. If you center on white men, the knowledge we gain here isn't going to do any good if our own department won't give us academic role models that look like us.

Anyways, I will reiterate once more, Professor Bernhard is an academic standard that others should strive to meet, in and out of the political science academic field. Pay her more, give her all the accolades, she's a genuine star for real. Her knowledge and professionalism are unparalleled, any student would be lucky to take a class with her or with a professor even remotely like her. If all professors had her teaching style and commitment to academia, we would be seeing a huge influx of graduate school applications from undergraduates. Will be taking more classes with her as many times as I can. Y'all did good hiring her.

Bernhard knew so much about the topic and was so helpful in filling in some confusing gaps.

Professor Bernhard is one of the best professors I've ever had. Her passion for the subject shines through every lecture.

Dr. Bernhard has a plethora of knowledge on the subject matter she teaches and is always ready and very willing to direct students to any supplementary material that may pique their interests.

Considering the subject matter was the professor's area of study, she brought in information from her own research and portrayed her extensive knowledge on the subject of the class incredibly well.

This is such an educational class and everyone should take it due to the value it gives to an individual's perspective on politics and the role women play in the political field.

Professor Bernhard's ability to synthesize information from a variety of studies and explain it an understandable and clear way during lectures demonstrates her mastery of the subject material, and also made this class one I learned a lot from. During lectures, Dr. Bernhard has really insightful responses to comments made by students and always has new information and ideas to share that inspire further thinking and research on the topic.

Professor Bernhard has a deep understanding of the course, the assigned readings, and how to keep students engaged in the material.

Dr. Bernhard was very knowledgable on the subject matter and it helped that she had current research that was released during the quarter.

Professor Bernhard structured this class excellently and made it easy to learn.

Professor Bernhard's lectures were very engaging and easy to follow- even when summarizing a very plain reading.

Not only was Professor Bernhard exceedingly knowledgeable about the subject matter, but it was also clear throughout just how enthusiastic she is about what she studies.

The professor was really knowledgeable about the subject. She was always open to discussion and allowed us to ask many questions.

I loved this class. The lectures were always interesting and kept my attention, even on Zoom. Professor Bernhard was amazing!

SUPER GREAT

Professor Bernhard does an excellent job of demonstrating her knowledge of the subject matter, both through lecture and discussion. She is able to articulate all concepts in ways that are easy to digest.

Dr. Bernhard is very knowledgeable regarding women in politics and is very good at sharing this knowledge with us in class. I have learned a lot from her over the course of this quarter.

Professor Bernhard is extremely knowledgeable about women in politics and American politics in general. She is also very willing to, and in fact actively seeks to, learn from her students as well. She is always willing to answer questions.

I believe that the instructor's knowledge in regard to the subject was excellent as they took the time to explain concepts and incorporated a discussion section in order to answer any questions students may have had in regard to the reading material.

Professor Bernhard possesses such a strong understanding of the topics we cover in class, it really helps to engage with the material when she is able to call upon her own research and experiences and apply to what she's teaching

Professor Bernhard was extremely knowledgeable and really helped guide discussions during lecture. She was very thorough in her lectures and I really felt engaged with all materials.

Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Fantastic, we had a discussion every week where more than half of the class showed up and we oftentimes went over the allotted course time AND Bernhard would stay afterward to talk if needed. She would allow for students to talk, connect our thoughts back to the material, and keep the conversation going. One of the most impactful things I saw from these discussions was that even if folks didn't feel super well versed in technical academic language, Bernhard never made a student feel inadequate and instead helped them formalize their ideas for better understanding. No type of gatekeeping in conversations here! Considering that our class was made up of a wide variety of people, from 19-year-olds to 40-year-old mothers, our conversations flowed so smoothly and we were all engaged with each other in a way I've never seen. Typically, political science discussions will get monopolized by the same 3 people, usually men, and I will never contribute. Here, the entire class kept it going.

Bernhard facilitated such an open, honest and safe place for discussion regarding the topics. It was amazing !

Synchronous classes were entirely discussion based. Students led discussions on assigned readings which allowed every student to get a chance to share their input at some point in the class

Professor Bernhard's class discussions were a safe space for everyone to discuss not just the material, but with current events that impact us all.

When it comes to encouraging the class to discuss with one another, Professor Bernhard is the best of the best.

Dr. Bernhard facilitates any point brought up in class with eloquence and an open mind.

There was never an instance where the class wasn't having vibrant and interesting discussions throughout the course. The scholarly articles and research the professor chose for our weekly readings were not only engaging but stimulated amazing conversations too.

Dr Bernhard was amazing at providing more analysis on reading and being open to what her students were saying.

Incredibly open to discussion and created a safe space for everyone to voice different opinions

Professor Bernhard is excellent at maintaining and providing talking points for a successful discussion.

Remote learning can be really challenging, especially for class discussions, but Professor Bernhard facilitated a robust class discussion during every synchronous lecture.

Professor Bernhard structures her course around student discussion, allowing for most of our "lecture" time to be controlled by students' thoughts.

Even with Zoom, Dr. Bernhard was great at engaging students to participate and supported all of our ideas and comments.

I really appreciated Professor Bernhard's facilitation of the discussions. I thought they flowed very well, which I think can be hard in such a big class.

Professor Bernhard did an excellent job on making us feel like every single one of our voices mattered and was important!

The discussion in this class has been the most engaging and lively of all the classes I've taken on Zoom in two quarters.

She dedicated an entire lecture every week to open discussion for students to open up about how they felt about the readings or politics going on today relevant to the course and I was very fortunate to be apart of this. Truly amazing professor.

Professor Bernhard was very gracious and conscientious during class discussion and enthusiastic about a diversity of student participation.

She always allowed us to ask questions and encouraged participation.

PERFECT

I was disappointed that we didn't talk much about solutions to systemic problems.

Professor Bernhard is one of the best professor's I've had at Davis and though the course was online this quarter, she was able to cultivate such a warm environment and I felt extremely safe to share in discussions whether it be in the chat or the speaking feature.

Our POL 166 discussion section is the best one I have ever had. From the first day, I felt comfortable speaking up and discussion is one of the parts of my week I look most forward to.

Dr. Bernhard actively encouraged discussion and made it super easy for everyone in class to have meaningful conversations about the topic at hand.

Never been in a class that had such an amazing discussion amongst students. The instructor was able to create a safe space where everyone felt supported enough to share and participate.

The Professor was very open for anyone to discuss topics, she encouraged a lot of the students to do, and I can say that every single one had something to say.

Probably more than any other Professor I've had, Professor Bernhard engages students in discussion as a function of the class design. Even with the inherent difficulties of group activities, she designed the course to where one is forced to gain benefits similar to those gained through class discussions. She also leaves space for and encourages these discussions during the lecture. I feel I learned a lot from both guest speakers and Professor Bernhard, but likewise from my colleagues discussing their personal experiences.

I believe that the instructor was always open to discussion and even held live discussion sections within class in order to stimulate participation and allow students to ask questions.

Best class discussions I've ever had, including when classes were in-person. She managed to stimulate excellent discussion, involving a majority of the class, over zoom with at least 70 students each class.

Lectures were discussions! It seemed like such an incredibly safe space for everyone to share their experiences and understanding of the material.

Instructor's availability for consultation.

Responded to my email within the minute

I've never seen a professor offer more office hours than Professor Bernhard. She's incredible.

Dr. Bernhard not only had an organized method for both communal and one-on-one office hours, but also expanded them to meet her student's needs.

Professor Bernhard always made time to talk to students regardless of her busy schedule whether is was before or after class and even office hours. She's incredibly approachable and one of the kindest professors I've had thus far.

Even though I didn't make appointments, I think Dr. Bernhard made her office hours clear and she would make herself available if office hours did not work in our schedules.

Spots for her office hours fill out quickly

I would have liked office hours later in the week because I like to go over things after the weeks new material (by Monday or Tuesday on the quarter system, last weeks material is way in the past) With that said I know this is a scheduling convenience thing and she was open to always talking.

The pre-booked slots worked really well (especially on this online format), and although slots would book up fast, the high volume demand speaks for itself.

ALWAYS

Professor Bernhard is incredibly easy to talk to and reach out to!

Most of the time, Dr Bernhard's office hours filled up so fast that I hardly ever got a chance to schedule a time slot and speak with her. However, she did end up adding a time where we could just come in and ask questions without an appointment.

Professor was a great source for consultation, and a great support. More than a teacher, she became a mentor for a lot of people.

Highly available and extremely approachable, kind, and generous with her time. It is professors like her who are the reason I am in university to begin with. Kindness and the genuine desire to see you succeed from teachers and professors helped me learn to believe in myself, and Professor Bernhard is undoubtedly one such professor.

The instructor seemed to always be available through office hours and email. Often times, when I reached out through email, I received a timely response and appreciated the instructor's quick response.

I never really emailed or went to any of her office hours so I feel like I can't really say much but I've heard people have had great experiences.

Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

I was never confused about what was expected out of me. The week to week module formatting on Canvas made my life incredibly easy, thank you for organizing your class like that! Everything was crystal clear.

This course felt a little disorganized with the TAs. I know Professor Bernhard was very open to her students concerns but at times it did feel a little stressful with deadlines and not receiving feedback.

Some things were confusing as they weren't stated in the syllabus but separately.

Professor Bernhard was very accommodating given the current circumstances. She always had the students best interest in mind.

The courses workload was laid out coherently in the syllabus and we hardly skewed from the schedule unless it was to make accommodations for students facing challenges during this time of online learning.

Professor Bernhard provides clear and thorough rubrics for every assignment and her expectations were really clear right from the beginning of the quarter. On Canvas, the modules show what we will be covering each week in lecture and shows us the reading and any other assignments in chronological order. Overall, the organization and clarity of this course stood out to me, and the Canvas page was especially helpful since we did not get to meet in person.

The weekly readings and assignments were well laid out at the beginning of the quarter. The calendar had all of the Zoom classes and due dates.

Some of the assignment instructions were confusing. The assignments leading up to the video debate project were not clear at times.

The blend of synchronicity and asynchronicity was a bit unclear in the beginning, Professor Bernhard did a thorough job of clarifying and expanding on class expectations and structure early on in the quarter.

EXCELLENT

the debate week was a little bit stressful

She stayed exactly on the reading schedule that she outlined in the syllabus which made it super easy to know exactly what was supposed to be read when. And the syllabus clearly articulated what the course was about.

overall, yes. However, the essay directions were not very clear

I cannot praise this class enough. Prof Bernhard tackled a plethora of feminist theory arguments that usually are not super accessible in political science classes. All around, so happy with the course material.

Considering the circumstances and contextualizing the end results, I believe she did the best one could've done in the given time to organize the course while stuck in this online situation. While I heavily dislike group activities and feel a significant portion of students (though not all) likely feel the same, they did ultimate contribute positively to my experience in the class. I do however wish the modern pedagogical approaches to group work could be refined to better mediate the tendency for imbalanced amounts of work being done. I don't know what would help this dilemma though. Maybe a sort of honor system where we write peer reviews but then vouch for them ourselves. If that's the case though it would have to be something like an explanation of what we contributed to the group, then have others sign off unless they disagreed on a specific point? I feel like numbered ratings like these evaluations here might lead to biased ratings from students who like or dislike others. In any case, Professor did her best to accommodate these circumstances and I felt the course was essentially clear from the syllabus.

Class was very organized and rubrics were provided for assignments.

She really made an online class feel so interactive. On Canvas, everything was well organized and it was easy to access all materials.

Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Fantastic, let me tell you, political science students don't do their readings. In this class, every student read each reading enough to be able to debate them against 5 other people for an hour straight. Further, I think the pre-recorded lectures were perfectly formatted. For 20 minutes, each lecture was full of information that because it was pre-recorded, I was able to process all of the theories and feel prepared for live discussion on Thursday. The model worked out fantastic. I think if you had live lectures on course material we would be there for 5 hours discussing.

Despite the course being online, professor did an excellent job.

On our synchronous lecture days, Professor Bernhard opens the floor to discussion and the discussion takes over the entire class time. I find these full discussion days to be ineffective in my learning of the subject. Her asynchronous material is more concrete as to what she wants us to learn from the subject. But after we've completed our papers as well as assignments, the course left no reason for me to attend the synchronous discussion sections as I don't find massive class discussion productive to learning anything concrete. To put it brutely, if I wanted to listen to people's opinions for an hour and a half I would go on Reddit or Twitter.

Professor Bernhard is super organized and made the transition to online school very easy. I look forward to taking more classes with her. She is amazing!

Professor Bernhard clearly explained the course material and helped us navigate some of the more difficult readings.

Coupling readings with recorded lectures as well as a once-a-week live discussion was very helpful in aiding my learning process.

I love the way the class was formatted and thought it was an effective way to have engaging discussions as well as portray our knowledge of the topics covered through an essay.

I liked the format of the class, with both recorded lectures and then the live discussions. This provided flexibility but also allowed for meaningful discussion and exchange of ideas.

The method of shorter asynchronous lectures and longer class discussion was especially effective for an online format. One note on the lectures themselves is that the speed is a bit fast for the volume of text on each slide, although the presentation altogether flows well.

I really liked the fact that one day was dedicated to asynchronous lectures and another day was dedicated to synchronous lectures.

MARVELOUS

There was too much group work, and remote learning makes it very difficult. The debate project and presentation were great but the group summary was stressful to get done.

amazing adaptation to using zoom, made the class as close to as engaging as it would have been in person as possible.

Her presentations are in depth but quick, which for me is a good thing because it forces me to pay attention and thereby understand better than I would by writing down verbatim material from the slides. For some people however this is not as effective, but in this online format with recorded lectures this point is effectively moot.

Through the times of virtual lectures, I believe that the instructor did an excellent job presenting the material by allowing students to view lectures on their own and then attending a live discussion section.

Lecture and live discussion combination worked better than I expected.

I really liked how the class was set up where we watched lectures on our own and discuss what we learned and how it's applied to society and our lives.

Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

SO INCREDIBLY RELEVANT. PLEASE COPY BERNHARD'S SYLLABUS AND MAKE THIS A REQUIRED MAJOR COURSE TO GRADUATE.

Absolutely no man should acquire a degree in Political Science without having to have taken this course. To do so is a disservice to women everywhere. If I have to take a multitude of courses on dead white men, everyone must take a class on the state of the modern woman in political science.

This class was incredibly relevant to modern day America and some of the most engaging discussions happened around the election. The readings provided modern day perspectives and research that was relevant and helped me better understand several of the issues women in politics are confronted with.

The course readings were great at providing more evidence and understanding the the topics at hand.

The readings were not always limited to being about the strictly political sphere, which I appreciate, and I think it allows people to learn the material in a more holistic way.

Readings are very educational and relate to class topics where students discuss and analyze the articles.

The readings were interesting and relevant to the history and subject matter.

I found all the readings very fascinating. In a way, I'd prefer to have all the readings done before the midterm paper so that way we utilize those later sources in it. I feel like after the paper was due, my motivation to read sharply decreased (but I did do the readings and was really glad because I found them fascinating).

I particularly enjoyed the theoretical and foundational readings upfront in the quarter, and then the more empirical studies of these theories. Also, I would be interested in a class or reading on the role of gender and sexual orientation in the women's movement and this effect on voting behavior.

MHM GR8

Didn't assign excessive readings and all the assigned reading was an important aspect to the class.

Every reading we read in this course was relevant and helpful to understanding the nature of women in politics.

Great readings!

Most readings were fascinating and all contributed to my understanding of material and stimulated class discussion.

Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Discussion groups were super effective! Essay topics were very engaging. I'm a little undecided about the campaign ads, I see the instructional value but I personally feel like it could harm students who aren't super technically talented on media design since that was a portion of the rubric. For the future, content based grading should be emphasized over stylistic mechanisms because not all students have access to that type of editing.

One more thing would be to release the rubric on the weekly questions, the check model was kind of confusing.

This is all LOGISTICAL feedback, but the instructional value is 10/10, hands down.

Group projects were really hard. I don't know how to make this easier but it was hard to let only one person control editing of the campaign videos and due to the nature of the class its hard to collaborate on editing. I feel like this is a big part in how the campaign ad is brought together so I felt like I could not do a ton to control my grade on this assignment

---

I didn't really like doing the reading summary. My group was very lazy and hardly participated. However I did enjoy the campaign add. So maybe choose between the two ?

The assignments made me think critically and connect class concepts to one another and the world surrounding them.

I found it difficult to work in a 9 person group to do the reading summary, it is a large group to work with for an assignment, especially when working remotely.

I appreciate the effort to implement group projects as a way for student's to connect and work together despite not physically being together. However, given the very specific circumstances of many student dealing with difficulties with availability (either work scheduling issues or internet accessibility issues), in my experience group projects were unnecessarily burdensome to students. Group projects are difficult to collaborate on as is, but provided the pandemic and distanced learning, it was even more difficult to collaborate in a timely manor that worked for everyone in order to produce decent work that was equitably worked on. I would not recommend continuing with group projects for the remainder of distanced learning.

The course assignments were very thorough and structured to build on each other, which was helpful to get consistent feedback.

I didn't think that the two group assignments--especially the group summary--were necessary in order to engage with the material successfully. Seven college students finding a time to meet regularly that works for everyone is already difficult, and COVID makes meeting and accountability to the group that much more difficult. Professors often forget that students have other classes and obligations, and POL 166--though interesting and enjoyable--is not the highest priority in my life. I feel it would have been better if all the individuals in each reading group were tasked to turn in their own summary, and each student was required to turn in a brief paper arguing a side of the ERA/EA debate. At the very least, I would have appreciated the option to work independently.

I would have appreciated more prompt feedback and grading on the assignments. It was well past midterm season that we had a good idea of what our grades actually looked like.

I loved that there were group projects, especially during these times when that might be the only interaction with the outside world people get. BUT meeting with members were hard because everyone had conflicting schedules or work, accountability among members was hard as it was online and there was no way to make sure people were doing things. Both of my group projects had very little interaction and most people didn't even contribute which was annoying because I was left to do the work w only some members and the others still got the grade for it.

The class project was a bit difficult to coordinate as a group, and the assignment may benefit from more clarity of expectations upfront (just a bit more group structure).

---

i did not like having to write a 8 paper just to make it into a 5 page paper

---

REALLY GUD

I loved the campaign ad assignment!

The term paper Dr. Bernhard assigned was very valuable and helpful to my understanding of women in politics. However, the group projects she assigned (reading group summary and campaign ad) did not really add much educational value to the course because they were not explained as clearly as I would have appreciated and because it is very difficult to coordinate group work when classes are remote.

I like term papers personally, and I appreciate the design of hers which encourages essentially proposing, drafting, and outlining your paper project beforehand. The group projects added more instructional value through discussion than is usually the case on such things.

Midterm and final assignments were totally relevant to course material. The campaign ad assignment was also very related to topics of intersectionality, but the need to make a video can complicate learning material.

Fairness and impartiality of grading.

Sean is a tough grader for how slowly he returned grades. But he had some health issues so I understand. Maybe maintaining that balance for next time.

The grading was fine. Canvas in general is not a great indicator of a course grade. I don't think I've ever had the exact grade that shows on canvas. If someone is really worried about every point, they may have been stressed with the way points were showing on Canvas. In my opinion, we know if we are doing well in the class without looking at the points.

Unnecessarily difficult course; professor is very knowledgeable and passionate about subject matter but the large number of assignments made the course very stressful

Similar to the above comment, I received a grade that felt unfair on the final Campaign Ad, but received good grades on all the individual aspects of that project. It is difficult in a group to turn out a project where everyone equally pulls their weight. I felt like I was unfairly graded on the work of my peers in my group.

The grading system was confusing, It showed that I lost points on some assignments and I told by the TA that canvas did not reflect our true grade and that I actually did get the full credit. This is confusing because that's not what it shows on canvas.

Her reading questions were harshly graded and I think that was on the TA. It was also unclear as to what kind of questions they were looking for??

The TAs graded.

ALWAYS FAIR

Still have not been graded on the majority of assignments so it is unclear. It would be nice if we had the grades before the pass/no-pass deadline

I found Professor to be highly fair with her grading criteria and outcomes.

Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

super accommodating which made lif easier!

We did not use examinations as a grading point.

Professor Bernhard was an extremely accommodating teacher during these times. She was very understanding and always made sure this environment was inclusive and respectful of opinions. I really enjoyed this class!

GREAT VALUE

Midterm paper was a good summary of course material.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Fall Quarter 2020	12/4/2020 12:00 AM	53458	POL	166	001	110	93