

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2020.Fall

Course: AS.150.331.01.FA20: Themes from the Philosophy of Religion
Instructor: Jens Tammo Lossau *
Response Rate: 15/17 (88.24 %)

1 - The overall quality of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		4.67		4.22		4.10		
Weak		(2)	0	0.00%								
Satisfactory		(3)	1	6.67%								
Good		(4)	3	20.00%								
Excellent		(5)	11	73.33%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	school	department
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median	
15/17 (88.24%)	4.67	0.62	5.00	16550	4.22	0.91	4.00	377	4.10	0.88	4.00	

2 - The instructor's teaching effectiveness is:												
Jens Tammo Lossau												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		4.67		4.29		4.20		
Weak		(2)	0	0.00%								
Satisfactory		(3)	1	6.67%								
Good		(4)	3	20.00%								
Excellent		(5)	11	73.33%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	school	department
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median	
15/17 (88.24%)	4.67	0.62	5.00	19161	4.29	0.93	5.00	376	4.20	0.94	4.00	

3 - The intellectual challenge of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		4.73		4.29		4.29		
Weak		(2)	0	0.00%								
Satisfactory		(3)	1	6.67%								
Good		(4)	2	13.33%								
Excellent		(5)	12	80.00%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	school	department
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median	
15/17 (88.24%)	4.73	0.59	5.00	16480	4.29	0.80	4.00	376	4.29	0.76	4.00	

4 - The teaching assistant for this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%		5.00		4.23		4.29		
Weak		(2)	0	0.00%								
Satisfactory		(3)	0	0.00%								
Good		(4)	0	0.00%								
Excellent		(5)	3	20.00%								
N/A		(0)	12	80.00%								
						0	25	50	100	Question	school	department
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median	
15/17 (88.24%)	5.00	0.00	5.00	16445	4.23	0.97	5.00	376	4.29	1.03	5.00	

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5 - Please enter the name of the TA you evaluated in question 4:	
Response Rate	6/17 (35.29%)
<ul style="list-style-type: none"> • Tammo Lossau • n/a • Tammo Lossau • N/A • N/A • Jens Tammo Lossau 	

6 - Feedback on my work for this course is useful:												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Disagree strongly	(1)	0	0.00%		4.73							
Disagree somewhat	(2)	1	6.67%	█	4.04							
Neither agree nor disagree	(3)	0	0.00%		4.21							
Agree somewhat	(4)	1	6.67%	█								
Agree strongly	(5)	13	86.67%	████████████████								
N/A	(0)	0	0.00%									
					0	25	50	100	Question	school	department	
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median	
15/17 (88.24%)	4.73	0.80	5.00	16481	4.04	1.06	4.00	377	4.21	1.05	5.00	

7 - Compared to other Hopkins courses at this level, the workload for this course is:												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Much lighter	(1)	0	0.00%		3.27							
Somewhat lighter	(2)	1	6.67%	█	3.20							
Typical	(3)	9	60.00%	██████████	3.12							
Somewhat heavier	(4)	5	33.33%	██████								
Much heavier	(5)	0	0.00%									
N/A	(0)	0	0.00%									
					0	25	50	100	Question	school	department	
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median	
15/17 (88.24%)	3.27	0.59	3.00	16492	3.20	0.94	3.00	377	3.12	0.71	3.00	

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Response Rate: 15/17 (88.24 %)

8 - What are the best aspects of this course?

Response Rate	13/17 (76.47%)
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- The material is interesting, and the professor is clearly knowledgeable in the field. The professor was also understanding and willing to work with students to make the course the best possible experience for everyone.
- The readings we do are great because they allow us to read and be familiar firsthand with the big philosophers who wrote on the topic. The discussions are also really fun and engaging, and allow us to fully explore and internalize the conceptual learning. Even though the readings can be hard, the instructor does a great job at explaining them and making sure everyone understands.
- I absolutely loved the structure of course, materials, feed back, professor. I do not think I could have had a better experience.
- Literally everything. The readings were well-selected, the asynchronous and synchronous lectures were well-structured, and feedback on our work was really helpful. This course prepared me so well for upper-level philosophy courses, and I'll take the things I learned with me going forward. The instructor was also one of the best I've ever had at this university. We need more professors like Tammo!
- weekly teams discussions were always amazing and insightful. The weekly readings were also great.
- The live class discussions.
- I loved the material and I think Tammo adjusted to remote really well.
- - The hybrid format worked SUPER well! See more comments below. - Lively discussion from all members of the class (which may not have been able to happen in the same way if the class was fully in-person) - Respect for everyone's own beliefs, which is important in a religion class - Just really excellent content
- -Professor is Friendly and approachable -Teams worked very well for discussion -A lot of great student interaction and debate -
- Content was very interesting, instructor gave great feedback, pre-discussion videos were very helpful in clearing up any misunderstandings of the texts. Really liked how Tammo helped space out steps in writing our final papers, it allowed for a lot more student-professor contact and guidance early on. Tammo was also very understanding of students' time! I really appreciated how we seldom ran over time, and that there was no expectation to do additional work outside of class time (other than our essays/assignments).
- Class discussion is insightful. Professor is good at explaining text and provides great feedback. Very personable and genuinely cares. He will go out of his way to help.
- EVERYTHING is awesome about this course! Tammo did an excellent job getting students engaged in online discussions and ZOOM lecture and class discussions. I really enjoyed the group/team work efforts inn discussions of papers
- Loved the freedom to digest and present different philosophy perspectives/arguments as if the readings we read were truly ideas that we had to argue for. It helped us more practically learn about those picture ideas. Loved the mix of online discussion and synchronous Zoom meeting: the multi-modes of communication helped enrich our learning.

9 - What are the worst aspects of this course?

Response Rate	12/17 (70.59%)
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- The course is a mix of philosophy majors and people who are only interested in the subject, and occasionally this separation presents challenges for students who are not experts in methods of philosophical thought or argument.
- Perhaps the fact that readings can be old, so difficult to understand. But this is true for most of philosophy, and not the class' fault. Again, the instructor is great at making sure everyone understands.
- n/a
- Nothing at all. Philosophy of religion isn't something I'm particularly interested in — it kind of just fulfilled a requirement for me, but the excellent teaching of the course made it valuable.
- N/A
- The readings are good but sometimes too long.
- I wish this class would have been writing intensive because I thought it was and I felt like there was enough writing for it to be.
- - Nearly exclusive dependence on Teams — would have been helpful to have class announcements sent through email
- N/A
- Lots of reading and self studying. Term paper is long and is stressful.
- N/A
- There's only 2 big graded papers! Ouchie.

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10 - What would most improve this class?

Response Rate 12/17 (70.59%)

- More instruction on background/central themes to the readings, for students who aren't as familiar with philosophical documents.
- I think the class is already quite nice as is.
- n/a
- Not much, it was already really excellent. I like how halfway through the semester we shortened the discussion section on our Thursday meetings and did more with workshop groups, definitely keep that up.
- N/A
- Not sure. There is a good balance of learning and critical application of ideas.
- I think the class being in person would have been more fun. But it was fun regardless.
- - Another smaller assignment in the middle of the semester, so that so much of the grading does not rest on only the two papers
- Maybe have a list of additional readings and things to look into based on discussions. Would love to explore a few things more outside of the class
- I would recommend setting a syllabus that can be adhered to for the whole semester. Perhaps provide more peer and instructor review sessions.
- N/A
- The first paper should count less, or be given room for revision, so that we can all get back into the swing of things or at least see what the professor is looking for.

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate 12/17 (70.59%)

- A background in philosophy would be useful, and a confidence with reading/writing a philosophical text.
- You can take and enjoy this course with no background in philosophy.
- Great class Great professor, I wish he would teach more courses.
- The instructor for this course is amazing, and no one could provide a better introduction to the philosophy of religion. Having read a few modern philosophers beforehand would be helpful, but you'll be fine if you haven't.
- Fair and thoughtful professor and willing to be flexible in times of need. Also an amazing instructor who handled the material maturely without appearing biased or favored in one direction. An amazing and absolutely fun class, would recommend!
- Don't be afraid to bring your own religious perspectives to your thinking. It broadens other's understanding of the overall discussion.
- It will probe a lot of the most interesting questions about religion and what religion is. It supplies a really good framework for thinking about these things.
- - Some background in either religion and/or philosophy is helpful (I would not take this as your first philosophy class)
- Engage in discussion, do the readings, but don't stress too much if some of them are hard to understand.
- Understanding of philosophy and religion is extremely important although not required. Writing experience is needed to write a solid paper.
- Prepare to dive into unique, diverse literature! Leave your judgement and prejudice outside the door. Be ready to ask questions and tackle the material with analysis and sincere thinking!
- The topics in this class (at least when I took it) were more Christian themed heavy, but we do touch on other religions for a few weeks. But you can write about any religion you want when you write your papers. People of a lot of different religious backgrounds took this class though, and that was cool!

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12 - Suppose this class were to run again in a post-pandemic world. What would you think about the following format as a student: the Tuesday classes stay the way they were, i.e. they consist of a taped lecture and an online discussion on Teams. Only the Thursday classes are taught in-person. Would you prefer this hybrid setup to a fully in-person class?

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
prefer full in-person	(1)	4	26.67%										
slightly prefer in-person	(2)	0	0.00%										
no clear preference	(3)	0	0.00%										
slightly prefer hybrid	(4)	5	33.33%										
prefer hybrid	(5)	6	40.00%										
					0	25	50	100	Question	school	department		
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median		
15/17 (88.24%)	3.60	1.68	4.00	15	3.60	1.68	4.00	15	3.60	1.68	4.00		

- I feel like throwing around raw ideas on Tuesday and then going over the discussion on Thursday and really engaging with each other is really nice, and I think it could work perfectly in hybrid system.
- I really loved having the asynchronous aspect when we were online, but if the course were fully in-person I'm not sure. If we were meeting for classes fully in person, I'd also be okay with having the discussion in person, but I think the Microsoft Teams format was really accommodating.
- I actually really loved the hybrid format, and feel that this class was improved over what its in-person format would have looked like. Multiple Teams discussions allowed for me to read my classmates' responses, consider them, and come back to them later. I was able to link to other sources to further enhance the discussion. Starting Thursday classes with a recap of the Teams convos was useful, too. This was a great idea and one that I hope will carry over into other classes.
- Teams had great discussions that we could pace ourselves and was one of my favorite aspects of the course
- I'm an introvert and online discussions were much easier for me to participate in. It would be important to make sure that those who are not as comfortable talking out loud have space/opportunities to do so!
- I like this! One benefit of the hybrid is that students have time to cook and make a meal while attending the lecture online. Or they have more flexibility that fits their schedule to listen to the lecture and still be heavily involved in the discussions.
- As I commented above: "loved the mix of online discussion and synchronous Zoom meeting: the multi-modes of communication helped enrich our learning." I think people express themselves in different ways and there are pluses and minuses to each mode of communication.

13 - Were the small tasks that were meant to prepare you for the final paper helpful to you, or did you just think of them as additional work?

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
tasks were not helpful	(1)	1	6.67%										
tasks were mostly unhelpful	(2)	0	0.00%										
tasks were a little helpful	(3)	1	6.67%										
tasks were helpful	(4)	3	20.00%										
tasks were very helpful	(5)	10	66.67%										
					0	25	50	100	Question	school	department		
Response Rate	Mean	STD	Median	school	Mean	STD	Median	department	Mean	STD	Median		
15/17 (88.24%)	4.40	1.12	5.00	15	4.40	1.12	5.00	15	4.40	1.12	5.00		

- Helped keep me on track, and it was helpful to get feedback on every step so that I knew I was in the right direction.
- So, so helpful. Most instructors don't help us think through our papers like this, but I'm so glad I was able to experience this before going to upper level courses. I think the feedback really improved my writing not only in this course, but in general.
- Ensuring we needed to hand in a draft no doubt made procrastination more difficult and likely led to a better final product.
- I did think of the tasks as additional work as I was doing them. But when finals season rolled around, they were immensely helpful. I started my final paper not from scratch, but with advice from three classmates and the professor. I think that without these small tasks, I would not have constructed as strong of a paper. In the end, I'm very glad we did these tasks, and I would recommend doing them again.
- It got me thinking about the topic earlier than I would have, but probably interfered with the workflow I would've liked for the final paper (would've finished certain things and paced myself in relation to my other classes better than when I had to worry about small tasks)
- VERY helpful to reasonably process through each step getting to the final paper.