

*This course was taught during the COVID-19 pandemic*

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## Evaluation Results

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Bonnie P Ruberg

GSS Instructor Eval Form

Responses: 14

Window: 12/7/20 9:00am - 12/18/20 11:00pm

Assigned to: GEN&SEX 201 SEM A: QUEER THEORY&METHOD (25320), VIS STD 295 SEM A:  
QUEER THEORY&METHOD (32520)

## Evaluation Results

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The data on these anonymous evaluations will be compiled and the information used for the instructor's merit and promotion cases, for departmental evaluations of the instructor's performance, and to improve this course.

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Question #1 • Multiple Choice • 14 responses (100%)

Is this your first Gender and Sexuality Studies course?

RESPONSE	COUNT	%
Yes	8	57%
No	6	43%

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Question #2 • Text Response • 12 responses (86%)

What were the main objectives of the course?

Results:

- Introduce us to a a range of queer theory, focusing on how it relates to the study of media and how to do the work of queer theory. Explore how queer theory blurs divides between research and praxis, inspiring us to bring creativity, affect, embodiment, and activism into our scholarship.
- Explore the various ways in which queerness, queer theory and queer methodology have been written and thought about. The course worked from and against a canon of academic queer theory to touch on trans, activist, asexuality, crip and POC queer writings.
- This course allowed us to explore various strains of queer theory (canonical and non-canonical texts) and their relationship to media and culture, as well as queer research methodologies.
- The main objective of the course were to provide an overview of Queer methodology through the disciplinary formation of film and media studies.
- To introduce queer theory and methods to students. We also learned about transgender studies and emerging works in the field of queer studies.
- The objectives of the course were to understand queer methods, introduce queer studies, and locate different types of queer theory

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- Development an understanding and generative engagement with Queer theory and methods in relation to the study of visual culture.
- To gain an understanding of queer theory and methods and be able to apply these to our work in various fields.
- It is my understanding that the course was designed to be an Introduction to the field of Queer Studies.
- introduction to core texts and methods of queer theory and queer media.
- Cover queer methods and media
- Intro to Queer Theory

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Question #3 • Text Response • 12 responses (86%)

How would you rate your performance in fulling these objectives?

Results:

- I feel that my performance in fulfilling these objectives was very high as I was completely unfamiliar with the subject going in. I chose the course to broaden my understanding of Queer theory and methods and I feel my engagement throughout course was always generative toward my own academic work.
- 10, Professor Ruberg not only provided thoughtful readings and critical engagement, but we performed the coalition strategies outlined in some of the texts. Many people in the class were from a wide variety of disciplines, the class was well facilitated, allowing us to build those relationships.
- On a scale of 1 - 10, I would say the course did a 10/10 job of fulfilling these objectives and provided clear frameworks for students to begin framing their methodological attachments. There might be some notes about the more US/North American centered framing of the course.
- I feel like these objectives were fulfilled. I took this course because there were some knowledge gaps in queer theory I wanted to fill (I have taken GSS courses, but they were more focused on feminist epistemologies), and this course helped me to do so.

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- Its going to take some time for me to digest and understand all the concepts I learned within the course but I know for a fact that I know more now about queer theory and methods than I did before taking this course!
- Overall, I would say this course strengthened my reading and writing practice, and gave me new lenses to critically examine gender.
- Very well-- it was an extremely productive course and inspired some exciting and meaningful scholarship on my part.
- I believe I performed well, I was able to grasp the general idea of all the assigned texts.
- I think I did well!
- I think I did well!
- Great
- ok

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Question #4 • Text Response • 13 responses (93%)

Did you participate actively in the course activities (lectures, discussions, assignments)?

Results:

- Since this year was done over Zoom, it was difficult to maintain the exact same conversational, free-flowing style of an in person seminar. But Bo structured the class with breakout sessions which allowed us to have a smaller 3-4 person group to do this, which then reconvened with the larger group.
- We participated in a wide array of activities, from breakout room discussions, interactive media, creatively expressing or literally drawing out how we visualize theories. There were so many ways to enter the material and learn from each other.
- Yes--I attended all lectures and participated in all activities during class. I felt that I spoke most in smaller group work, but I did attempt to contribute at least once to any overall discussion in each class.

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- Yes, I always tried to show up. Of course, there were some class sessions when I felt more able to bring my best self than others.
- Yes, I attended every seminar but one, participated voraciously in discussions, and completed all assignments on time.
- Yes, I attended most seminar sessions, completed all required reading notes, and intend to submit a final project.
- For the most part. I sometimes fell behind in the weekly reading notes, but I felt engaged during the classes.
- Yes! I found the course activities super engaging
- Yes.
- Yes
- Yes
- Yes
- yes

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Question #5 • Text Response • 12 responses (86%)

In what ways did the course allow you to exercise your intellect?

Results:

- The structure of seminars fostered generative conversations and made us think in different ways. Reading responses helped us both expand our general knowledge and relate it to our own research. Bo encouraged me to undertake an experimental approach to my final project, diversifying my scholarship.
- This course really challenged me to exercise my intellect by engaging with theoretical concepts that I was very unfamiliar with and drawing links between those concepts and my area of study. This course also forced me to think more critically about my methodologies than any course has ever before.

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- Every single class we had the opportunity to discuss with each other in smaller groups as well as in the larger group, to create intimate relationships with the materials we were working from. It was an active engagement in which we were asked to apply as well as explicate concepts.
- This course allowed me to exercise my communication skills with people outside of my discipline and synthesize concepts in an interdisciplinary fashion, while clarifying ideas in my field. It also helped me to think about tensions between queer, feminist and trans\* theory/studies.
- There were various opportunities such as group discussions, break out room activities, and reading note exercises that allowed me to not only refine my thoughts on paper but also work together with other graduate students to draw out important takeaways from selected readings.
- Our conversations were thoughtful and always really well facilitated by Bo. The readings were pretty challenging - purely conceptual thinking is kind of difficult for me - and I had to put in a lot of effort to understand them and write my reading notes about them.
- The course asked me to interrogate the readings closely and to frame my points of confusion more clearly than simply rejecting points that were not as interesting to me. I think this was a good note for methodological practices in the future.
- The reading notes were good to organize my thoughts. Even though many times the time for breakout room discussions was short, these smaller discussions groups were good.
- By encouraging me to think critically about gender, sexuality, and queerness, while reflexively examining my own positionality and politics as an academic.
- Through breakout rooms (small group discussion) and main room (large group discussion) and reading notes
- Covered aspects of queer methods I hadn't formally learned until taking this course.
- Group Discussions, Room for collaboration

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Question #6 • Text Response • 12 responses (86%)

What specific ideas and tools did you acquire from the course?

Results:

- I learned: new teaching strategies, which will help me better teach my students; about theory/practice scholarship, which is perfect for the work I want to do; it's okay to push boundaries outside of traditional academia; many different aspects of queer theory, which will inform my queer scholarship
- A better understanding of queer theory, canons, histories of conversations as well a sense of self confidence to participate in zoom classes. I normally am very shy and don't participate in the online space, but this class created many openings to try and engage with the material and others.
- I think I acquired a toolbox of theoretical and methodological concepts related to queer and queerness that will help me think through my own positionality as a scholar.. This course has also offered me ways of engaging with film and media that are more encompassing than my current purview.
- From the course I learned how to specifically outline the key topics that arise out of Queer Studies and some of the contentious topics that frame the discipline. It was also important to frame that a humanities driven discourse does have a locatable methodology.
- We did weekly reading notes, which helped me to cultivate an archive of knowledge/ideas that were useful for my own research. We also did a lot of collaborative slide-making; I appreciated that it helped us to engage with the material in a different way.
- I learned how to take useful reading notes (through Bos excellent template), engage in intellectual discussion with peers, and apply queer theory/methods to my research areas.
- The way I think has broadened, and I have outlined several ways (again, in my reading notes) about how I'll carry what I've learned in this course into my research.
- Reading notes were very a very helpful tool I will implement in my studies moving forward
- I have a broader understanding of the development of queer studies as a field.
- How to define my own methodology and an understanding of queer theory

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- Practice of structured, active reading, with note taking.
- Queer methods and queer trans methods.

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Question #7 • Text Response • 13 responses (93%)

What aspect of the course did you find most challenging and why?

Results:

- Keeping up with the amount of reading and reading notes; this had more to do with my struggles with ADHD than anything else. However, it was actually exactly what I needed to learn how to manage it - to learn how to read more strategically, and organize my ideas in an accessible way for later.
- I found the multiple breakout rooms a bit challenging for me. I. Since breakout rooms are inherently awkward, I found myself pretty tired and trying to fill the silence all the time, but I think this was an effective way to ensure folks had more room to talk if they prefer small groups.
- Even with the breaks, the three-hour seminars ended up being taxing, because all the weekly activities put together (reading, reading notes, synchronous zoom class) amounted to a lot of screen time.
- Some of the readings for the course were dense and difficult to parse through. I sometimes wasn't sure if I fully understood the main ideas of certain articles and essays.
- Discussion, especially as a group. I really appreciated that everyone who wanted to take the course was able to but it was also a large group.
- Just the nature of the pandemic and living in social were challenging. Bo was beyond excellent in accommodating as needed.
- I found the highly theoretical readings very challenging (in an amazing way) because of my newness to queer theory
- The texts were taught conceptually because it was really my first time engaging in this field of study.
- The reading was very difficult because queer theory is dense, complex, and jargon-heavy.



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- The reading, probably, just because the material was almost wholly new to me.
- The material was challenging, but incredibly rewarding.
- Some theoretical concepts I was not versed in
- Participation and fatigue over zoom.

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Question #8 • Text Response • 13 responses (93%)

What were the best aspects of the instructor's teaching?

Results:

- Bo did an excellent job of reflecting our insights back to us and also articulating/synthesizing concepts in a way that was relevant to people from various disciplines. Bo was also very generous in providing feedback to our weekly reading notes, and communicative and responsive via email.
- Bo is warm, accommodating, and encouraging. They truly care for all their students and are very generous with their time and energy. Their approach to distanced learning is the most engaging and creative I've seen. They are also knowledgeable, passionate, and a joy to talk with.
- The best aspects were the multiple engagements that we were drawn to engage. I had to get out of my comfort zone which is usually just parsing the difficult wording and actually think about how to represent the information in ways that might not just be more writing.
- Bo is wonderful at facilitating discussion and encouraging everyone to share their thoughts and opinions by asking thought provoking questions to the class. They also are a great public speaker and articulate key points of papers very well.
- Everything, professor Ruberg is really thoughtful and plugged in. They created a safe space to generate knowledge together, and participate in a variety of ways. It was a great class.
- Bo is just terrific; they create a fun and inclusive environment, are receptive to trying different things and really focus on the students learning and knowledge production process.

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- I think the flexibility of my instructor was absolutely essential to my success in the course. As well as the various forms of engagement offered in class discussion.
- Very accessible, especially in office hours. Engaging in class and helpful. Supportive. Good use of group discussion and online learning techniques.
- Bo is amazing at making a very welcoming yet intellectually stimulating environment. They are very kind but also clearly know their stuff.
- The attempt to make the classroom activities more diversified. Well-organized syllabus.
- Being inclusive, and making structures which allowed everyone to participate.
- Bo made a safe space where we could discuss our honest thoughts on readings.
- Empathetic teaching

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Question #9 • Text Response • 11 responses (79%)

What were the best aspects of the course?

Results:

- The best aspects of the course were the readings. I was really happy to see some familiar and not so familiar reading selections. I think acknowledging out humanity was nice and taking well needed breaks because of the disaster that was Fall 2020 -- elections, fires, Covid, need I say more?
- The course was both very organized and highly collaborative; I felt like I learned not only about queer theory but also about pedagogy. The material appealed to both the side of me that loves theory, and the side of me engaged in artistic practice/writing, and practice-based research.
- The ways in which the class was facilitated and the material itself. It was a highlight of my week. The participatory aspects of the class created a sense of community along with resources and people with whom to tackle material in the class.
- Seminars were always delightful-- conversation was lively and generative, and Bo often set up engaging and generative activities. I also appreciated one-on-one conversations with Bo, and their thoughtful comments on my assignments.

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- Getting to meet other scholars from different departments who are also interested in queer studies. It was great meeting fellow queer graduate students and allies in a safe and inspiring academic setting.
- The reading load was realistic. The bibliography was good. The professor managed to create an environment in which students were willing to collaborate.
- The many perspectives in the course and the open dialogues about ourselves in relation to the course materials.
- Great syllabus with very interesting and diverse readings.
- The weekly meetings! Loved hearing from everyone.
- The community that Bo was able to facilitate.
- Content! Challenging but appropriate amount.

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Question #10 • Text Response • 10 responses (71%)  
The instructor could improve student learning by:

Results:

- Perhaps there might have been attention to assigning some type of cultural object to read together each week, even if it was something like a short video to frame through some of the methodologies proposed. Some more attention on postcolonial traditions of queer studies might have been interesting.
- Reflecting on Anti-Black sentiment. There were texts by Black thinkers, but their content rarely explored. IE Instead of talking about Snorton's ideas on Trans/Blackness, "methods week" was "anticipated" and we were asked to interrogate their methodology. [No space for more examples].
- I honestly don't have any complaints. Students sometimes disagreed with Bo's choices of readings, but this was discussed in class and Bo always listened to us and was very open to changes, which I appreciated. I don't consider it a fault on their part.
- I really can't think of any improvements. I wish this course was more than one quarter. There is more I would have liked to explore (such as more trans\* theory).

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- I would have loved to see more readings like the Combahee River Collective, and maybe non-academic texts included in queer methods.
- None-- Excellent course! Would have loved a bit more beyond intro chapters for some of the texts
- Perhaps having more visuals via PowerPoints to emphasize takeaways from assigned readings.
- N/A
- N/A
- N/A

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Question #11 • Text Response • 13 responses (93%)

Did the course make you want to take more Gender and Sexuality Studies courses?

Results:

- yes, but I'm at the end of my coursework run so I'm hoping to have less coursework in my future
- Absolutely!
- Absolutely!
- Maybe.
- YES!!!
- Yes!
- Yes
- Yes

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- Yes
- Yes
- Yes
- yes
- yes

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Grid Question Header

Rank each of the following on a scale of 1 to 7 (7=strongly agree, 4=undecided, 1=strongly disagree):

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Question #12 • Grid Question • 14 responses (100%)

The instructor exhibited sound knowledge of the topic.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	1	7%
5	0	0%
6	0	0%
7 (Strongly Agree)	13	93%

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Question #13 • Grid Question • 14 responses (100%)

The instructor was well organized.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	0	0%
5	0	0%
6	2	14%
7 (Strongly Agree)	12	86%

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Question #14 • Grid Question • 14 responses (100%)

Overall effectiveness of Instructor

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RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	1	7%
5	0	0%
6	0	0%
7 (Strongly Agree)	13	93%

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Question #15 • Grid Question • 13 responses (93%)

Overall effectiveness of course

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	1	8%
5	0	0%
6	0	0%
7 (Strongly Agree)	12	92%

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Question #16 • Grid Question • 14 responses (100%)

The instructor encouraged student participation in learning activities.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	0	0%
5	0	0%
6	1	7%
7 (Strongly Agree)	13	93%

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Question #17 • Grid Question • 14 responses (100%)

The instructor stimulated my interest in learning about this topic.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	1	7%
5	0	0%
6	0	0%
7 (Strongly Agree)	13	93%

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Question #18 • Grid Question • 13 responses (93%)

The instructor was accessible for consultation under the conditions specified in the syllabus.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	0	0%
5	0	0%
6	0	0%
7 (Strongly Agree)	13	100%

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Question #19 • Grid Question • 14 responses (100%)

The instructor presented a variety of theories, methods, and perspectives, when appropriate.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	0	0%
5	2	14%
6	0	0%
7 (Strongly Agree)	12	86%

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Question #20 • Grid Question • 14 responses (100%)

My understanding of the topic was increased as a result of the instructor's teaching ability.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	1	7%
4 (Undecided)	0	0%
5	0	0%
6	0	0%
7 (Strongly Agree)	13	93%

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Question #21 • Grid Question • 14 responses (100%)

I received useful feedback on my performance in the course.

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RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	1	7%
3	0	0%
4 (Undecided)	0	0%
5	1	7%
6	0	0%
7 (Strongly Agree)	12	86%

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Question #22 • Grid Question • 14 responses (100%)

The assigned work improved my analytical skills (and writing skills, when writing is a central component of the course).

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	0	0%
5	1	7%
6	0	0%
7 (Strongly Agree)	13	93%

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Question #23 • Grid Question • 14 responses (100%)

The assigned work was assessed fairly.

RESPONSE	COUNT	%
1 (Strongly Disagree)	0	0%
2	0	0%
3	0	0%
4 (Undecided)	1	7%
5	0	0%
6	0	0%
7 (Strongly Agree)	13	93%