THE UNIVERSITY OF **CHICAGO** HUMANITIES

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

Each quarter we ask students in graduate-level philosophy courses to evaluate the quality of the course's content and instruction. The completed forms are filed in the cabinet in the Anscombe Library and Lounge, Stuart 216, for students to read. ***Even if you are not in the Philosophy Department, please fill out and return this form to the Philosophy Office at philevals@lists.uchicago.edu.***

Quarter and Year: Fall 2023   **Instructor:** Malte Willer

Course Number and Title:
Introduction to Logic, 20100-02/30000-02

Is this course in one of your fields of concentration?: No   **If not, why did you take it?:** Required for PhD

I.   Please describe the syllabus and requirements of the course:
Overview of sentential and quantified/predicate logic, with homework assignments due every other week and a cumulative final exam.

II.   Please answer the following questions on a scale of 1 to 5:
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 5
   b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 5
   c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 1
   d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 1
   e. How successful was this format? (1=not at all; 5=very) 5
   f. How much material was covered? (1=narrow focus; 5=broad range) 5

g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 3
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 5
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   5   If imperfect, in what way?
j. How well-organized and clear was the instructor? (1=not very; 5=very) 5
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 5
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) 5
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 5

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
a. What did you like best about this course? In particular, what readings worked best? Why?

The pacing of the course was quite good; it never felt like it dragged on, and still had enough time to become comfortable with certain concepts before moving onto the next. Even though this is a class I likely would not have taken if it weren't required, I still thoroughly enjoyed this class and I am glad that I took it.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

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Quarter and Year: Fall 2023   **Instructor: Malte Willer**

Course Number and Title: PHIL 20100 2

Is this course in one of your fields of concentration?: YES **If not, why did you take it?:**

I.   Please describe the syllabus and requirements of the course:
We had several chapters of reading for each section, culminating in (around) bi-weekly homework sheets to complete. These would include anything from questions about basic concepts to natural deduction proofs. Finally, the class ended with a final exam.

II.   Please answer the following questions on a scale of 1 to 5:
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 5
   b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 5
   c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 3
   d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 3

e. How successful was this format? (1=not at all; 5=very) 5
f. How much material was covered? (1=narrow focus; 5=broad range) 5
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 4
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 5
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match) 5   If imperfect, in what way?
j. How well-organized and clear was the instructor? (1=not very; 5=very) 5
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 5
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) 5
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 5

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
a. What did you like best about this course? In particular, what readings worked best? Why? Malte is a great teacher, he is willing to take time to ensure that every student is caught up, and he appreciates when students engage in class. The textbook was very good, it should continue to be used. It was clear and full of examples that were helpful for both the homeworks and the final exam.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not? All of the readings were fine; I think more practice problems before the exam would have been helpful. See below for more.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why? Add some more practice problems prior to the final exam; We did receive a practice exam which was helpful. Another way of doing this would be to offer practice homework throughout the quarter alongside the actual homework.

THE UNIVERSITY OF CHICAGO

PHIL 31414 1, MAPH 31414 1 - MAPH Core Course:
Contemporary Analytic Philosophy - Instructor(s) Malte
Willer

Project Title: **Graduate Course Feedback - Autumn 2021**

Number Enrolled: **13**
Number of Responses: **6**   (Five students filled in an anonymous Philosophy Department internal evaluation
form instead of responding to this survey; their responses follow this report.)

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Please review and evaluate your work in this course overall.

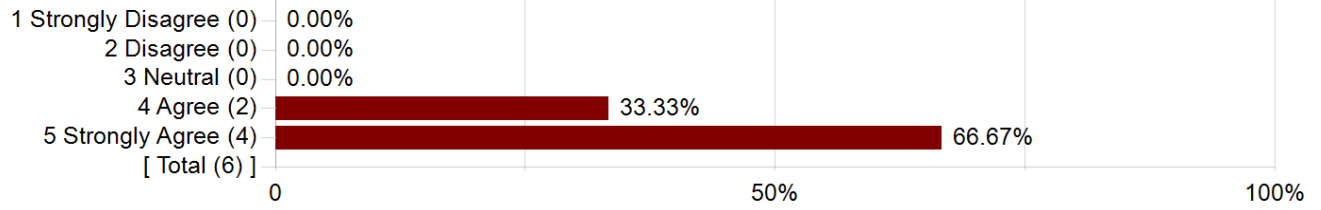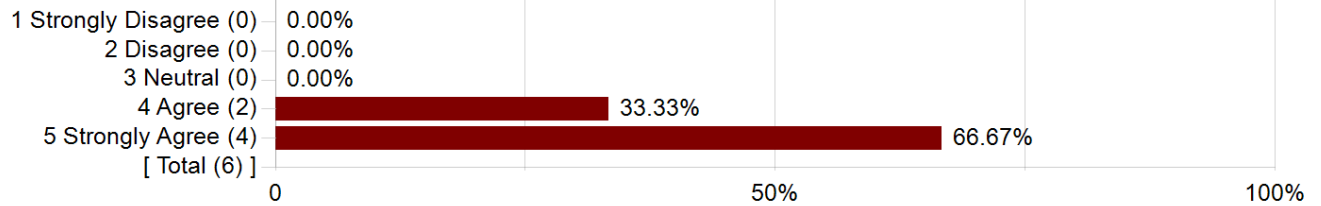| Comments |
|---|
| I think i did good work or at least i hope i did. |
| I really appreciated this course! I would recommend this class to any student who wants a survey of contemporary analytic philosophy. It was challenging but very rewarding. |
| Over this course was good. It accomplished what the course was meant to accomplish. |
| Very challenging, but also learned a lot |
| I have a better understanding of what it takes to do analytic philosophy, and what some of the popular debates that are currently at hand. |

Please review and evaluate the course on the following:

1. I took away useful tools, concepts, knowledge, or insights from this course.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (2)	33.33%
5 Strongly Agree (4)	66.67%
[Total (6)]	

Statistics	Value
Response Count	6
Mean	4.67
Standard Deviation	0.52
Standard Error (base on SD)	0.21

2. I received regular, effective feedback to help me understand where I was in the learning process.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (2)	33.33%
5 Strongly Agree (4)	66.67%
[Total (6)]	

Statistics	Value
Response Count	6
Mean	4.67
Standard Deviation	0.52
Standard Error (base on SD)	0.21

3. I would recommend this course to other students.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (1)	16.67%
4 Agree (1)	16.67%
5 Strongly Agree (4)	66.67%
[Total (6)]	
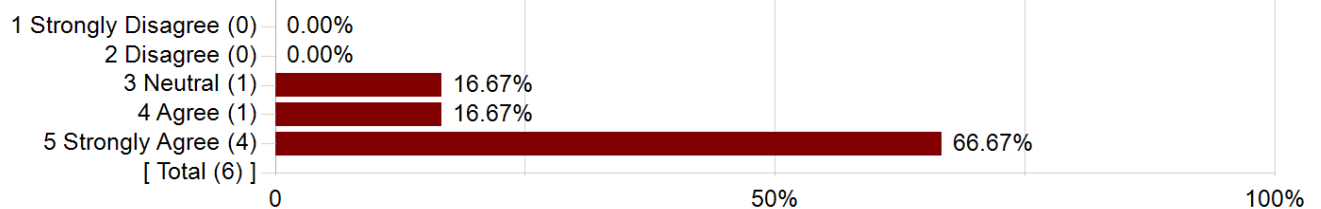
Statistics	Value
Response Count	6
Mean	4.50
Standard Deviation	0.84
Standard Error (base on SD)	0.34

4. The material in this course was constructively challenging.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (2)	33.33%
5 Strongly Agree (4)	66.67%
[Total (6)]	

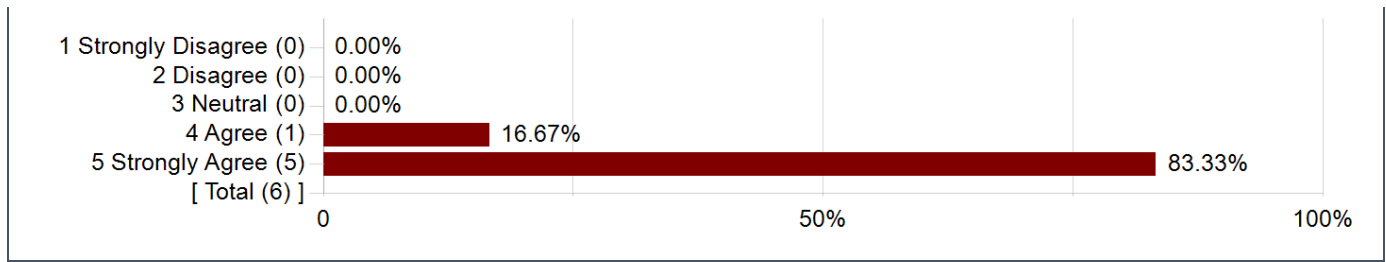| Statistics	Value
Response Count	6
Mean	4.67
Standard Deviation	0.52
Standard Error (base on SD)	0.21
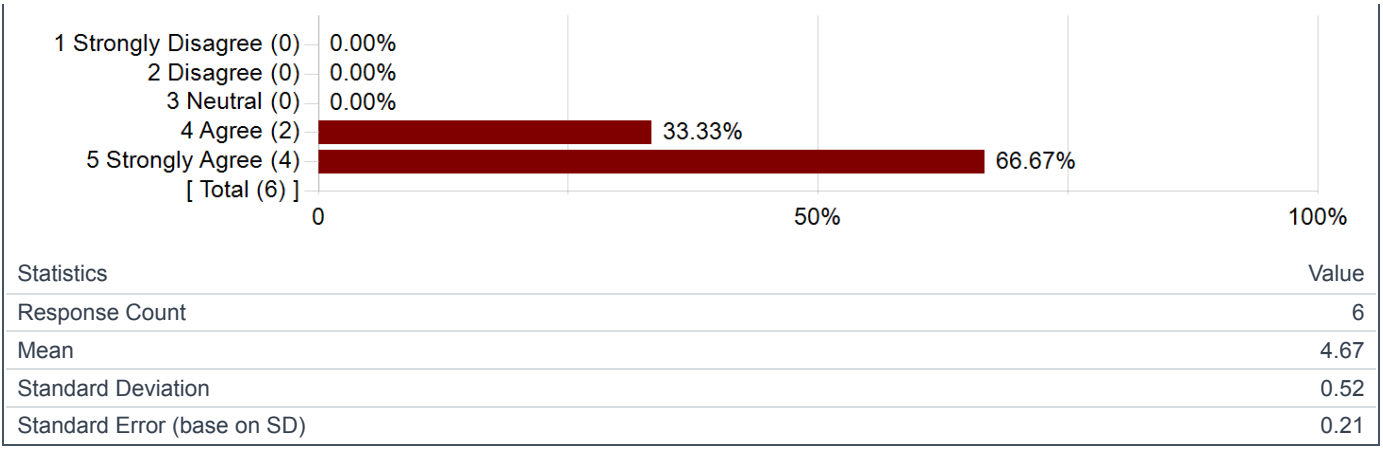
5. I felt that the classroom was an inclusive learning environment for me.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (2)	33.33%
5 Strongly Agree (4)	66.67%
[Total (6)]	

Statistics	Value
Response Count	6
Mean	4.67
Standard Deviation	0.52
Standard Error (base on SD)	0.21
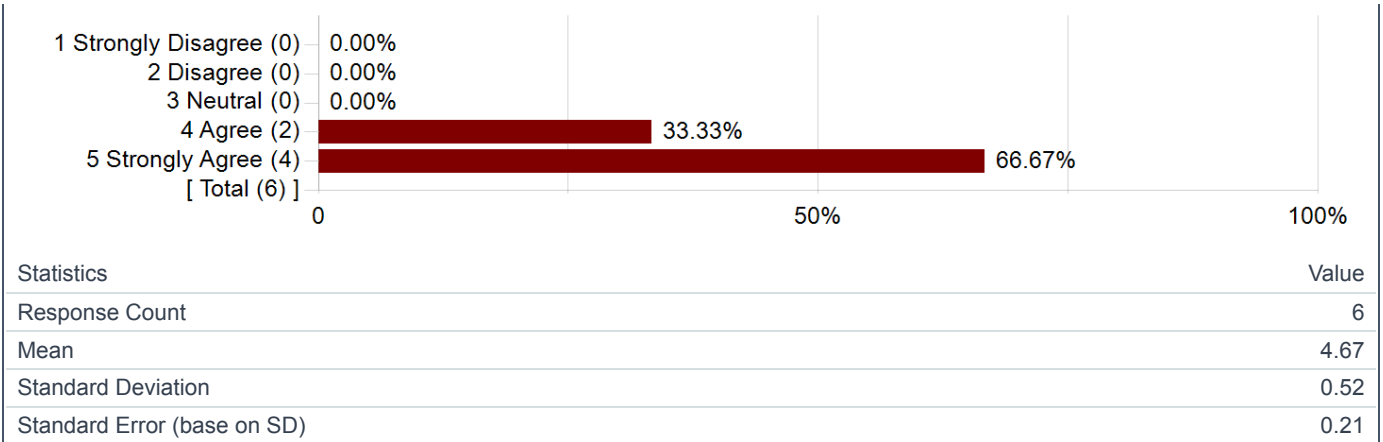
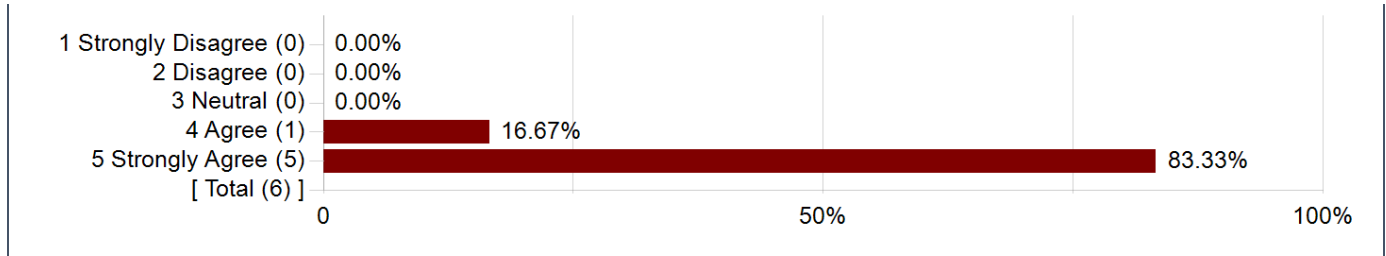## Please review and evaluate the faculty on the following:

1. Conveyed the course material clearly and in an organized fashion.

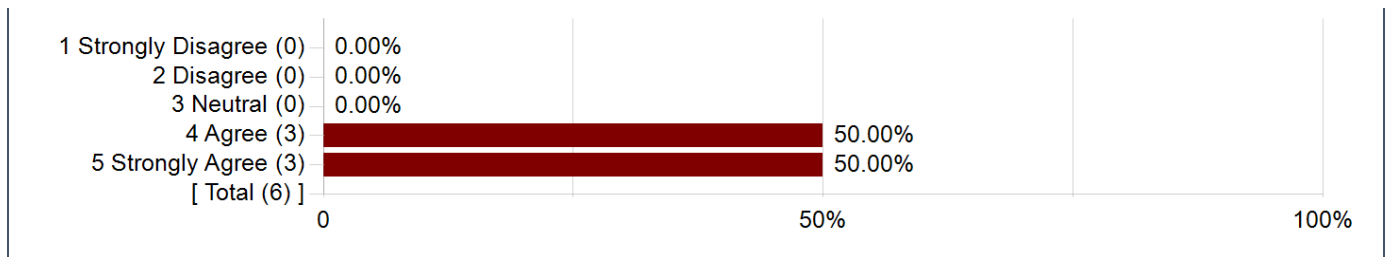|	
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (1)	16.67%
5 Strongly Agree (5)	83.33%
[Total (6)]	

2. Communicated learning objectives effectively, including on the syllabus.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (1)	16.67%
5 Strongly Agree (5)	83.33%
[Total (6)]	

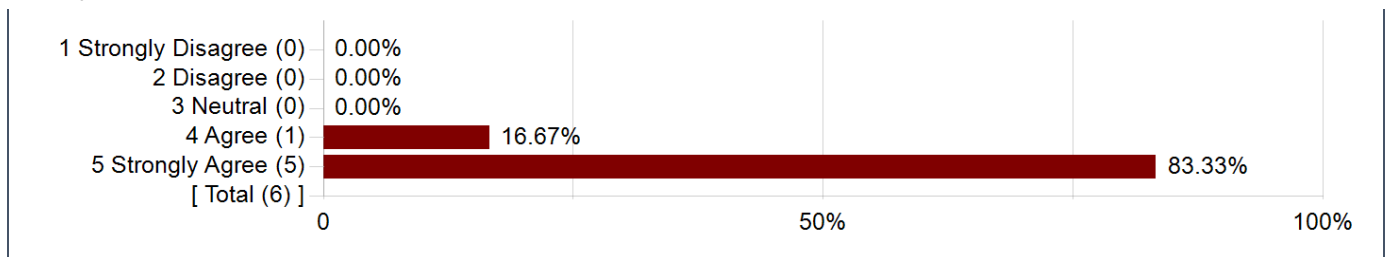### 3. Made effective use of class time, remote learning resources, and/or supplemental materials that enhanced learning.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (2)	33.33%
5 Strongly Agree (4)	66.67%
[Total (6)]	
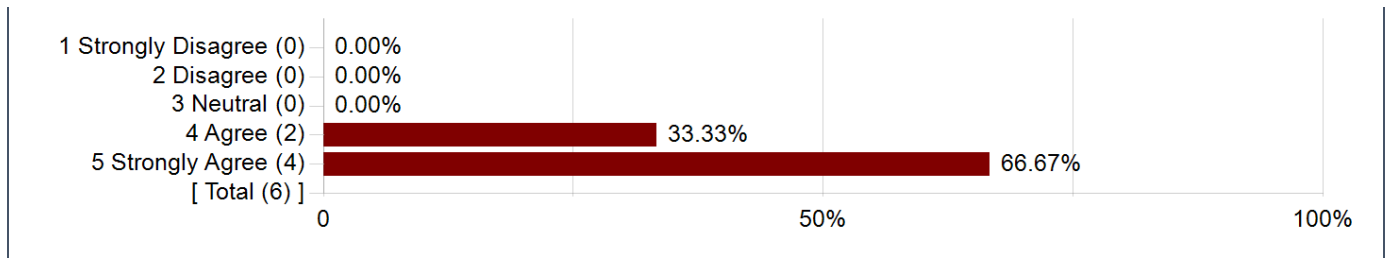
4. Successfully generated and sustained productive participation as appropriate.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (3)	50.00%
5 Strongly Agree (3)	50.00%
[Total (6)]	

5. Responsive and available via office hours, email, discussion boards, and other tools.

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (1)	16.67%
5 Strongly Agree (5)	83.33%
[Total (6)]	

Please elaborate on any of your responses above.

Comments

Professor Willer provided a relaxed environment that encourage students to participate and work through their questions. I appreciated that everything was uploaded to canvas and was accessible to students. Professor Willer always followed up with me in a very timely manner and gave me opportunities to improve.

Malte is a strong instructor. His greatest strength is how he makes himself available to students upon request and in the quality of the feedback he gives on written assignments. As a lecturer, he is good; he facilitates good discussion and usually explains the material in a way that makes it understandable.

What aspects of the instructor's teaching contributed most and least to your learning?

Comments
You select excellent readings which help a lot.
Lecture and reading selection contributed most to my learning Class discussion contributed least to my learning
The one–on–one time spent with professor Malte, both in–office hours and in his feedback most contributed to my learning. What least contributed was that, occasionally, the structure of the lectures was wanting; this made things a little more difficult to understand.
Professor WIller was very open to questions in a nonjudgmental way, gave detailed feedback on assignments, and was always available for office hours

Please suggest any changes that could improve this course (e.g., class material, class structure, assignments, inclusive pedagogy).

Comments
There really should be more time for the philosophy of language stuff.
Inclusive pedagogy! I would have liked to seem ore contemporary analytic philosophers from non–European and non–American contexts.
Personally, I would have prefered a class more tailored to the history of analytic philosophy; but then, I also think students were well served by the content of this course.
It would be better if there could be more connections between the materials we read or more discussion on the connections.

Please comment on how respected, valued, and included you felt as a participant in the course.

Comments
I felt respected, valued, and included.
I felt very respected and valued as a student !
I felt respected, valued, and included in this course.
The class atmosphere was supportive, I felt respected and included in the class, and I felt no hesitation to participate in class
I never felt a lack of respect, and I always felt I could speak up and be heard out.

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Quarter and Year: Autumn 2021   **Instructor:** Malte Willer

Course Number and Title: PHIL 31414 MAPH Core Course: Contemporary Analytic Philosophy

Is this course in one of your fields of concentration?: Yes. **If not, why did you take it?:**

I.   **Please describe the syllabus and requirements of the course:**
The syllabus was clear and outline expectations and reading lists. We often went slower through some of the work and adjustments were made to the reading list to make sure expectations were realistic and clear.

II.   **Please answer the following questions on a scale of 1 to 5:**
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 5
   b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 5
   c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 3
   d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 4

e. How successful was this format? (1=not at all; 5=very) 5
f. How much material was covered? (1=narrow focus; 5=broad range) 4
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 4
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 5
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)5 If imperfect, in what way?
j. How well-organized and clear was the instructor? (1=not very; 5=very) 5
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 4
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) 5
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 4

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.
a. What did you like best about this course? In particular, what readings worked best? Why?

The metaphysics section was a lot of fun because the class was very engaged in the material. Additionally, I feel that is the topic I learned the most about in this class.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I had the hardest time with the philosophy of language section but that doesn't mean it wasn't useful for me to be exposed to it. The readings were equally difficult but discussion helped to untangle some of the ideas.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I can't think of anything that I would change. I liked having three weeks on each topic. It kept the readings fresh and allowed us to cover a lot of ground.

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Quarter and Year: Autumn 2021   **Instructor: Malte Willer**

Course Number and Title: PHIL 31414 MAPH Core Course: Contemporary Analytic Philosophy

Is this course in one of your fields of concentration?:   **If not, why did you take it?: Yes**

I.   **Please describe the syllabus and requirements of the course:**

The course was intended to give students an introduction to some topics and method(s) in analytic philosophy. It did so by giving a survey of debates in three areas. Specifically, in epistemology, metaphysics, and epistemology. 1500-2000 word papers were assigned on each topic. The assigned readings on each topic followed a similar pattern. First, we would read some somewhat older discussion in epistemology, metaphysics, and the philosophy of language then we would read some more recent responses to the older discussion.

II.   **Please answer the following questions on a scale of 1 to 5:**
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) **4.**

b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) **4.**

c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) **3.**

d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) **3.**

e. How successful was this format? (1=not at all; 5=very) **4.**

f. How much material was covered? (1=narrow focus; 5=broad range) **4.**

g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) **3.**

h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) **4.**

i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   If imperfect, in what way? **3. I would have liked exposure to more topics in each area, except perhaps in epistemology. Reading *Naming and Necessity*, for instance, would have been wonderful. This, however, is more of a problem with 9-week quarters than with the course. Giving the time we had, I think the course struck a good balance between breadth and depth.**

j. How well-organized and clear was the instructor? (1=not very; 5=very) **3.**

k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) **4.**

l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) **5. I would like to add that the time and attention professor Malte granted me when I attended office hours or requested help was excellent. He made himself available, seemed happy to spend time with students, and**

was clear, insightful, and candid in our discussions. I was very impressed.

    m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) **4.**

    n. Would you take another course offered by this instructor? (1=never; 5=absolutely) **5.**

  III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
    a. What did you like best about this course? In particular, what readings worked best? Why?

I quite enjoyed how Professor Malte structured the syllabus. For each of the three topics covered, we covered earlier analytic debates on each topic and more recent responses. I found this to be engaging and enjoyable.

I found the readings that worked best together were those in the metaphysics section of the course as this was the area where the more recent philosophers were most obviously responding to the work that had preceded them.

    b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I least enjoyed the epistemology section of the course. I simply did not enjoy the literature on Gettier problem and responses to it. This should not reflect poorly on the course. The readings were well chosen and taught well. It simply was not my cup of tea.

Overall, the readings all worked well together. However, I think the ones that work least well were those in the philosophy of language section. This is because the "narrative arc" of these readings were not as clear as in the other sections.

    c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Personally, I would have preferred a course in the history of analytic philosophy that covers the early work of Wittgenstein, Moore, and Russell, and which ends with the later Wittgenstein, Quine, and (perhaps) Sellars.

However, if the purpose of the course was to give MAPH students a sense of what contemporary philosophy is about, I think the structure Professor Malte chose is better suited to that end. The only thing I would change about Professor Malte's syllabus is the philosophy of language section. In particular I would liked to have read *Naming and Necessity* and some of the positions it responds to.

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Quarter and Year: Autumn 2021　　　　　　　**Instructor: Malte Willer**

Course Number and Title: PHIL 31414 MAPH Core Course: Contemporary Analytic Philosophy

Is this course in one of your fields of concentration?:　Yes　　　　　**If not, why did you take it?:**

I.　**Please describe the syllabus and requirements of the course:**

This course looked at three main areas of interest in Analytic Philosophy: epistemology, metaphysics, and the philosophy of language. Under each topic was a survey of some primary debates. The course required three papers, one for each topic, increasing in weight as the course went on. The first paper could be rewritten. Regular attendance and participation were also expected.

II.　**Please answer the following questions on a scale of 1 to 5:**
　　a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 4
　　b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 4
　　c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 4

d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 3
e. How successful was this format? (1=not at all; 5=very) 3.5
f. How much material was covered? (1=narrow focus; 5=broad range) 4
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 3
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 3
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   If imperfect, in what way? 3 I wish that we could have covered less, but covered what we did cover with more depth. Some of the papers I felt I had very little understanding of, which I think was reflected in the fact that many of us only wrote on one topic for each of the papers.
j. How well-organized and clear was the instructor? (1=not very; 5=very) 3
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 2
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 5
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) 5
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 1

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
   a. What did you like best about this course? In particular, what readings worked best? Why? I liked the readings that I wrote about the most for this class because I was able to really delve into them deeply. The many hours I spent focused on them helped me to gain greater appreciation for the thinkers and their arguments.

   b. What did you like least about this course? In particular, were there readings which didn't work? Why not? Along similar lines, the

readings I wasn't writing about were ones that I felt I didn't get to explore very deeply. For example, I still don't have a good understanding of Kit Fine's paper on grounding. The class covered too much to delve into readings really intensely so some of the arguments seem incompletely addressed.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why? As earlier stated, I would have liked to have spent more time on fewer readings to really get ahold of them.

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Quarter and Year: Autumn 2021   **Instructor: Malte Willer**

Course Number and Title: PHIL 31414 MAPH Core Course: Contemporary Analytic Philosophy

Is this course in one of your fields of concentration?: No   **If not, why did you take it?:** Bored of English and its lack of rigor, wanted something new.

I.   **Please describe the syllabus and requirements of the course:**

3 topics: epistemology, ontology, philosophy of language. 3 weeks per topic, 1 paper per topic.

II.   **Please answer the following questions on a scale of 1 to 5:**
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 4
   b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 4
   c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 3
   d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 3

e. How successful was this format? (1=not at all; 5=very) 4
f. How much material was covered? (1=narrow focus; 5=broad range) 5
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 3
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 5
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   If imperfect, in what way? 5
j. How well-organized and clear was the instructor? (1=not very; 5=very) 5
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 5
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) 5
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 5

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
a. What did you like best about this course? In particular, what readings worked best? Why?

My favorite section was the section on philosophy of language. It was clear that the professor was very well read and skilled in this field. I particularly liked the Edgington reading because it got away from all the pedantry of the possible worlds stuff.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I personally found the ontology section to be too narrow, in particular because it lacked any discussion about contemporary physics (to be fair, I doubt that the time limits would allow such a discussion to be given due consideration). I wonder if this section could focus on philosophy of time (with some space time diagrams + different quantum interpretations) instead of grounding, which I generally dislike because most of the readings were just a bunch of

snarky comments interspersed with syllogisms that assume that the universe is far more comprehensible to us than we have any right to assume.

    c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Perhaps ditch grounding and its associated pedants and focus on the analytic/synthetic divide or philosophy of time instead.

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Quarter and Year: Autumn 2021　　　　　　　**Instructor: Malte Willer**

Course Number and Title: PHIL 31414 MAPH Core Course: Contemporary Analytic Philosophy

Is this course in one of your fields of concentration?:　　Yes　**If not, why did you take it?:**

I.　**Please describe the syllabus and requirements of the course:**

This course have three sections, and students are required to write a essay for each section.

II.　**Please answer the following questions on a scale of 1 to 5:**
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 4
   b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 5
   c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 3
   d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 4
   e. How successful was this format? (1=not at all; 5=very) 4

f. How much material was covered? (1=narrow focus; 5=broad range) 3
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 4
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 3
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   If imperfect, in what way? 4
j. How well-organized and clear was the instructor? (1=not very; 5=very) 5
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 5
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) 5
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 5

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.
a. What did you like best about this course? In particular, what readings worked best? Why?

Personally, I think Gettier's reading and Edgington's reading worked best, because they explain their argument clearly.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Personally, because I didn't take logic before, those readings with many symbols are difficult for me to understand their arguments.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I hope we could have more background knowledge about analytic philosophy since the name of this course is "Contemporary Analytic Philosophy". Therefore, I hope we could learn something like the history of analytic philosophy, or the theories of those important philosophers in the history analytic philosophy. In other words, I hope this class could provide more comprehensive information about analytic philosopher. For example, I expected to have some basic knowledge of analytic philosophy like the theory of Wittgenstein and Russell, the biggest bifurcation between continental philosophy and analytical philosophy, or the different approaches to the same question form those two schools.

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Quarter and Year: Spring 2021   **Instructor:**
Anubav Vasudevan and Malte Willer

Course Number and Title: Philosophy 22962/32962 The Epistemology of Deep Learning

Is this course in one of your fields of concentration?: Yes **If not, why did you take it?:**

I.   **Please describe the syllabus and requirements of the course:**
     This course attempts to understand and assess some of the bold epistemological claims that have been made on behalf of deep neural networks. To what extent can deep learning be represented within the framework of existing theories of statistical and causal inference, and to what extent does it represent a new epistemological paradigm?

     This course requires graduate students to write a substantial term paper.

II. **Please answer the following questions on a scale of 1 to 5:**
     a. How well-conceived and well-organized was the syllabus?
         4
     b. Did the instructor adhere to the syllabus?

5
c. How demanding were the reading requirements
4
d. Was the class mostly lecture or mostly discussion?
2
e. How successful was this format?
4
f. How much material was covered?
5
g. How deeply was it covered?
3
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)?
3
i. Did the range and depth match what you needed from this (kind of) course? 4 If imperfect, in what way?
It seems to cover too much range. There are some difficult topics worth more discussions.
j. How well-organized and clear was the instructor?
5
k. How well did the instructor address questions and arguments offered by students? 4
l. How available/accessible was the instructor outside of class?
5
m. How helpful were the instructor's comments on written work?
No applicable
n. Would you take another course offered by this instructor?
1

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
a. What did you like best about this course? In particular, what readings worked best? Why?
I really enjoy the explanation of the mechanism of machine learning in the beginning. It is very helpful to see the demonstration of the code and algorithms on Python. It helps me understand the mathematical and logical principles of machine learning, even that I came with no background knowledge in this area.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

   I found the discussion of the curve fitting problem to be too hasty.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

   It may be helpful to change the curve fitting problem to something else that fit the connection between the trusting problem and causation/correlation. Literature regarding AI ethics and decisions may be helpful.

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Quarter and Year: Spring 2021   **Instructor: Malte Willer, Anubav Vasudevan**

Course Number and Title: PHIL 32962 Epistemology of Deep Learning

Is this course in one of your fields of concentration?:   NO If not, why did you take it?: Cuz Im really interested.

I.   Please describe the syllabus and requirements of the course:
A bunch of great course readings by topic, and a final term paper on a topic of choice.

II.   Please answer the following questions on a scale of 1 to 5:
  a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 5
  b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 4
  c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 1
  d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 3
  e. How successful was this format? (1=not at all; 5=very) 3

f. How much material was covered? (1=narrow focus; 5=broad range) 5
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 4
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 5
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   If imperfect, in what way? 5
j. How well-organized and clear was the instructor? (1=not very; 5=very) 4
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 4
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful). N/A
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 4

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.
a. What did you like best about this course? In particular, what readings worked best? Why?

I liked the course readings. They were demanding in depth, and super relevant and interested. The best course readings were those in the first 3 weeks.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The articles on connectionism and trust were kinda, meh, not great, but still useful.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Just some more explanatory readings on connectionism and some readings on trust outside of "rationalism" and performance or reliability based trust.

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Quarter and Year: Spring 2020   **Instructor:** Willer

Course Number and Title: PHIL 58010 Philosophy of Language

Is this course in one of your fields of concentration?: Yes   **If not, why did you take it?:**

I.   **Please describe the syllabus and requirements of the course:**

Professor Willer had us read two or three papers (or chapters of a book) on the week's topic. He would post background mini-lectures and PowerPoint presentations on Canvas to cover some of the material or to help us better understand the reading. Synchronous class meetings were held weekly for 1.5-2 hours, during which Professor Willer talked through a lecture handout he had circulated beforehand and answered any questions we had. The course grade was based on a term paper.

II.   **Please answer the following questions on a scale of 1 to 5:**
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) 5
   b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) 5

c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) 4
d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) 2
e. How successful was this format? (1=not at all; 5=very) 5
f. How much material was covered? (1=narrow focus; 5=broad range) 3
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) 5
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) 5
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match) 4 If imperfect, in what way? (see below)
j. How well-organized and clear was the instructor? (1=not very; 5=very) 5
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) 5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) 5
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) 5
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) 5

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
a. What did you like best about this course? In particular, what readings worked best? Why?

Professor Willer is an outstanding teacher! He is impeccably organized, very clear, has reasonable expectations, and is very accessible outside of class.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The course was designed to build up to a book manuscript on future contingent statements, which we covered in the final three weeks. Because the book required a lot of theoretical apparatus, Professor Willer had to cover a lot

of different advanced technical topics in the first six weeks: supervaluations, relativist semantics, tense logic, conditional logic, modal logic and possible worlds semantics. Even though he kept the amount of reading reasonable and posted a lot of clear mini-lectures with slides, it was still very fast unless you had prior background.

    c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

It might be better if the course required some background in some of the topics mentioned above. This may not be workable with the department's course catalog and schedule, but it would certainly help.

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Quarter and Year: Spring 2020   **Instructor:** Malte Willer

Course Number and Title: PHIL 58010 Philosophy of Language

Is this course in one of your fields of concentration? If not, why did you take it?:
Not my field of concentration but I wanted to expand my interest to philosophy of language.

I.   **Please describe the syllabus and requirements of the course:**
Readings were assigned each week;final paper was due on Tuesday of week 10.

II.   **Please answer the following questions on a scale of 1 to 5:**
a.   How well-conceived and well-organized was the syllabus? **5** (1=terribly; 5=very well)
b.   Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) **5**
c.   How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) **3**
d.   Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) **3**
e.   How successful was this format? (1=not at all; 5=very) **5**
f.   How much material was covered? (1=narrow focus; 5=broad range) **3**
g.   How deeply was it covered? (1=superficial survey; 5=specialist's depth) **4**

h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) **5**

i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   If imperfect, in what way? **5**

j. How well-organized and clear was the instructor? (1=not very; 5=very) **5**

k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) **5**

l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) **5**

m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) **5**

n. Would you take another course offered by this instructor? (1=never; 5=absolutely) **5**

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**

a. What did you like best about this course? In particular, what readings worked best? Why?

The class format was the perfect combination of pre-recorded videos and synchronous meetings. This was possible due to campus-wide remote learning but not all instructors were willing to do this format. The reason why this was very efficient was that pre-recorded lectures gave enough clues and direction to think through the assigned readings before the meeting. I am grateful to Malte for trying this, which I guess may have led him to spend more time preparing.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Honestly none. This was the best course I have taken in the Humanities.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

My only suggestion is to cover selection semantics perhaps a couple weeks earlier. Since the preceding weeks sort of laid a basis for appreciating selection semantics, however, I do not see exactly how we could have done this, especially in the 9-week quarter.

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(My apologies; the formatting of this document absolutely broke when I opened it.)

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Quarter and Year: Spring 2020   **Instructor:** Malte Willer

Course Number and Title: PHIL 58010 "Philosophy of Language"

Is this course in one of your fields of concentration?: Yes
If not, why did you take it?: N/A

I.   **Please describe the syllabus and requirements of the course:**

    There were weekly readings as well as recorded lectures, along with a single in-person lecture each week and a single final paper due at the end of the quarter. The readings were extensive but always relevant, and never felt like busywork.

II.   **Please answer the following questions on a scale of 1 to 5:**
   a.   How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well)
        5
   b.   Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome)
        5
   c.   How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult)
        3
   d.   Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion)
        2
   e.   How successful was this format? (1=not at all; 5=very)
        4
   f.   How much material was covered? (1=narrow focus; 5=broad range)
        3
   g.   How deeply was it covered? (1=superficial survey; 5=specialist's depth)
        4
   h.   Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match)
        3
   i.   Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)
        4
   j.   How well-organized and clear was the instructor? (1=not very; 5=very)
        3

k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well)
5
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very)
5
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful)
--
n. Would you take another course offered by this instructor? (1=never; 5=absolutely)
3

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
a. What did you like best about this course? In particular, what readings worked best? Why?

This course's readings were its greatest strength. I particularly appreciated the inclusion of optional readings that introduced us to concepts we may not have been familiar with (such as predicate logic for those without a linguistics background) but that were themselves necessary to understand the rest of the readings for that week. It never felt that I was without the tools to understand a reading, even if I was missing the background for it.

b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The readings themselves I believe worked well, but I think the largest problem with this course was in the lectures – perhaps it's just the result of Zoom being a difficult medium, but I found it very difficult to follow the train of thinking in the lectures compared to the papers, and in particular struggled greatly to read and understand what was drawn and written on the virtual whiteboard.

c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Honestly the only suggestion I would make is that the professor be a little more careful in his use of the Zoom whiteboard. It was nearly impossible to read what was written there much of the time (particularly to anyone with any difficulties in visual processing) and thus difficult to follow the in-person lectures.

2

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Quarter and Year: Spring 2020   **Instructor:** Malte Willer

Course Number and Title: PHIL 58010 Philosophy of Language

Is this course in one of your fields of concentration?: No   **If not, why did you take it?:** Interested in the topic, could complement my specialty

I.   **Please describe the syllabus and requirements of the course:**

The syllabus explored the topic of future contingents and the different logic systems employed to address the issues they raise in philosophy of language. The syllabus attempted to cover all the main arguments that have been made in regards to this topic, even the most recent ones. There are no previous requirements to attend this course, and during it students must keep up with the background lectures and weekly readings (if they expect to make the most out of the discussion, and the course). There's a final paper at the end of the quarter on an agreed topic with the instructor.

II.   **Please answer the following questions on a scale of 1 to 5:**
   a. How well-conceived and well-organized was the syllabus? (1=terribly; 5=very well) **5**
   b. Did the instructor adhere to the syllabus? (1=not at all; 5=like a metronome) **5**

c. How demanding were the reading requirements (quality and quantity)? (1=understanding; 5=absurdly difficult) **3**
d. Was the class mostly lecture or mostly discussion? (1=all lecture; 5=all discussion) **3**
e. How successful was this format? (1=not at all; 5=very) **5**
f. How much material was covered? (1=narrow focus; 5=broad range) **5**
g. How deeply was it covered? (1=superficial survey; 5=specialist's depth) **5**
h. Did the range and depth match your expectations (from catalog, syllabus, rec.)? (1=not at all; 5=perfect match) **5**
i. Did the range and depth match what you needed from this (kind of) course? (1=not at all; 5=perfect match)   If imperfect, in what way? **5**
j. How well-organized and clear was the instructor? (1=not very; 5=very) **5**
k. How well did the instructor address questions and arguments offered by students? (1=not well; 5=very well) **5**
l. How available/accessible was the instructor outside of class? (1=not at all; 5=very) **5**
m. How helpful were the instructor's comments on written work? (1=no work returned; 5=very helpful) **5**
n. Would you take another course offered by this instructor? (1=never; 5=absolutely) **5**

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**
   a. What did you like best about this course? In particular, what readings worked best? Why?

Given the difficult circumstances, Malte's commitment to maintain clear, organized and useful lectures was remarkable. I found the background lectures system particularly useful, as it allowed me to do my readings more in depth.

   b. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I don't think there were any readings that didn't work. Some of them were perhaps a bit messy, given that they were papers still needing proof-reading, but I'd always prefer to read the newest material on the topic, even if still unedited.

      c. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I cannot think of any readings that I would have added or changed.

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Quarter and Year: _Autumn 2018_   Instructor: _Malte Willer_

Course Number and Title: _Phil 30000 : Elementary Logic_

Your Department and Year (specify grad/undergrad): _Grad, 1st year PhD_

Is this course in one of your fields of concentration: _Yes_ If not, why did you take it? _____

I. Please describe the syllabus and requirements of the course:

Five homeworks were worth 60% of the course grade. These consisted of practice problems. Test is worth the remaining 40%, and is cumulative.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __3__
   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __5__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all; 5 = perfect match) If imperfect, in what way? _____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__
    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Content was well suited to give an introduction to the basics of predicate logic. We both spent time talking about the underlying theory and motivation for certain rules, and actually practicing solving problems in the system.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not? There is a drastic difficulty increase in the work about half-way through. If possible, I would have preferred it be evened out more. Some of this is of course unavoidable due to the later content being more difficult, but my suspicion is that the earlier content could be condensed.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why? See above. Otherwise, no.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Autumn 2018_ Instructor: _Malte Willer_

Course Number and Title: _Phil 20100, Elementary Logic_

Your Department and Year (specify grad/undergrad): _Philosophy, 1st year Graduate_

Is this course in one of your fields of concentration: _No_ If not, why did you take it? _____
Logic Requirement

I. Please describe the syllabus and requirements of the course:

Introduction to sentential & predicate logic. 5 homework assignments & an exam

II. Please answer the following questions on a scale of 1 to 5:
1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _5_
2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _5_
3. How demanding were the reading requirements (quality & quantity)? _4_
    (1 = understanding; 5 = absurdly difficult)
4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _2_
5. How successful was this format? (1 = not at all; 5 = very) _4_
6. How much material was covered? (1 = narrow focus; 5 = broad range) _3_
7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _4_
8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _4_
    (1 = not at all; 5 = perfect match)
9. Did the range and depth match what you needed from this (kind of) course? _4_
    (1 = not at all; 5 = perfect match) If imperfect, in what way? _If perfectly matched_
    my needs well. Nonetheless I found it exceptionally helpful
10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_
11. How well did the instructor address questions and arguments offered by students? _5_
    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work?

   (1 = no work returned; 5 = very helpful) __5__

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __1__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

   Professor Miller is an excellent instructor, and discussion sections with him were very helpful in understanding the material. Actually doing problems in what related? Beyond just reading the textbook was very helpful.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

   Logic is an exceptionally difficult and frustrating subject, at least for me. In spite of excellent instruction and much practice, quantified model deduction remains extremely confusing and time-consuming for me. I would avoid logic like the plague in the future.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

   N/A — Course is probably taught perfectly as is. I wish it were easier.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Fall 2018_   Instructor: _Malte Willer_

Course Number and Title: _30 000 Elementary Logic_

Your Department and Year (specify grad/undergrad): _Philosophy Grad_

Is this course in one of your fields of concentration: _yes_ If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

5 homeworks biweekly
Final exam 40% of grade

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __2__
   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __5__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__
    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The syllabus & expectations were clear. The lectures & slides were very useful. Malte's explanations were very helpful in understanding the material. A lot better than the book.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The homework seemed significantly more difficult than the book. The book practice problems were helpful but too easy in that they didn't help prepare me for the homework.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: Fall 2017   **Instructor:** Malte Willer

Course Number and Title: PHIL 34010

Your Department and Year (specify grad/undergrad): Grad/Law School - 3rd Year

Is this course in one of your fields of concentration: No **If not, why did you take it?**
I took it for background that is important for other projects I am doing.

I. Please describe the syllabus and requirements of the course:

The course surveyed the literature on the use and meaning of terms that refer to the world, starting with Frege and ending with modern innovation in predicativism. The course required weekly readings, discussions, and papers.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well)   5

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome)   5

3. How demanding were the reading requirements (quality & quantity)?   3
   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion)   3

5. How successful was this format? (1 = not at all; 5 = very)   3

6. How much material was covered? (1 = narrow focus; 5 = broad range)   4

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth)   3

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)?   5
   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course?   5
   (1 = not at all; 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very; 5 = very)   5

11. How well did the instructor address questions and arguments offered by students?   5
   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) ___5___

13. How helpful were the instructor's comments on written work? ___3___

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) ___5___

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

    I liked the nature of the course as a survey and the depth with which the professor reviewed and summarized the material. The readings that probably worked best were the one-shot articles, like Kaplan's or Graf Fara's since the summaries and class discussion were most helpful there. It was somewhat difficult to discuss all of the arguments being made in Naming and Necessity because of the casual nature of the presentation there.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

    I have no major objections, though I have a personal preference for additional lecture and less discussion. As said above, I thought that the Naming and Necessity readings were the least effective, but they pretty much had to be included given their importance.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

    I would have liked to have had some of the approaches to philosopy of language that deemphasize reference included, like Brandom's inferentialism. That would have opened up the range of possible views to consider.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _SPRING 2017_ **Instructor:** _MALTE WILLER_

Course Number and Title: _PHIL 39425 Logic for Philosophy_

Your Department and Year (specify grad/undergrad): _INTERNATIONAL STUDENT_
GRADUATE

Is this course in one of your fields of concentration: _YES_ **If not, why did you take it?** _____

I. Please describe the syllabus and requirements of the course:

THE SYLLABUS WAS A DETAILED DESCRIPTION OF THE COURSE TOPICS AND REQUIREMENTS, AS WELL AS OF THE HOMEWORK SCHEDULE AND EXAMS SCHEDULE.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __3__
   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __3__

5. How successful was this format? (1 = not at all; 5 = very) __5__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

---

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __4__

11. How well did the instructor address questions and arguments offered by students? __5__
    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __4__

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: Spring 2014   **Instructor:** Malte Willem

Course Number and Title: PHIL 39425

Your Department and Year (specify grad/undergrad): Grad - Law School Student - 2L

Is this course in one of your fields of concentration: No If not, why did you take it?
Preparation for further work in philosophy

I. Please describe the syllabus and requirements of the course:
The course worked through Ted Sider's *Logic for Philosophy* covering a number of topics logics from a semantic perspective in order to illuminate problems of philosophical interest. Biweekly problem sets and a final were required.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality & quantity)? __2__

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __5__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __3__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__

    (1 = not at all; 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __4__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

What I really liked about the course was how well it fit my abilities and interests. It was challenging and informative, but never devastatingly hard. Moreover, it gave me exactly what I wanted in terms of logic training.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I found the work on axiomatic proofs very tedious, but there wasn't anything the instructor could have done about that.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

It might have been cool to read/evaluate actual papers published in the areas of application

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: Fall 2016   **Instructor:** Willer, Matte.

Course Number and Title: LING 53307

Your Department and Year (specify grad/undergrad): Grad, Ling, 4th yr.

Is this course in one of your fields of concentration: Y   If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

Introduction to basic game-theoretic ~~concept~~ notions, solution-concepts. Introduction to signaling games for modeling linguistic conventions. Application of these to modeling linguistic phenomena, including Gricean conversational implicatures and sociolinguistic variation.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality & quantity)? __3__

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __4__

5. How successful was this format? (1 = not at all; 5 = very) __5__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __4__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __5__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__

   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) [crossed out]

13. How helpful were the instructor's comments on written work? [crossed out]

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Lots of time allotted to going over the machinery in detail (w/ blackboard examples) and to higher-level conceptual questions about relevance of the machinery for linguistic research. Demonstrations of the workings of the machinery sometimes not included, or not made clear, in the papers themselves. Good for acquiring a technical skill and for getting at the broader issues. Fascinating topic, great lecturer, fun class.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The philosophical background (Ayer, Quine) leading up to Lewis' Convention may have been front-loaded a bit much; it could have been possible to begin with the game theory and Convention directly. Link between early discussion of meaning by Convention and analyticity w/ later game-theoretic concerns a little tenuous.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

- The Quine, Ayer, and possibly some of the rudimentary pragmatics readings (Grice, Horn) could have been replaced with more straight game theory (or maybe left as background reading).

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Quarter and Year: _Fall 2016_ Instructor: _Malte Willer_

Course Number and Title: _Phil 3307 Language and games_

Your Department and Year (specify grad/undergrad): _2nd year Philosophy PhD_

Is this course in one of your fields of concentration: _Y_ If not, why did you take it? _____

I. Please describe the syllabus and requirements of the course:

Weekly readings + Term paper

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _4_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality & quantity)? _3_

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _4_

5. How successful was this format? (1 = not at all; 5 = very) _5_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _3_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _4_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _4_

    (1 = not at all; 5 = perfect match) If imperfect, in what way? _____

---

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _5_

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) ___5___

13. How helpful were the instructor's comments on written work? ___N/A___

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) ___5___

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

While the material was often quite challenging, Matt did an excellent job exploring the issues involved and getting at the heart of what was going on. Getting to read David Lewis' conventions in this context was a pleasure.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

No real complaints.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

No suggestions.

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Quarter and Year: _FALL 2016_   Instructor: _M. WILLER_

Course Number and Title: _PHIL 53307 LANGUAGE AND GAMES_

Your Department and Year (specify grad/undergrad): _EXCHANGE STUDENT_

(GRADUATE) PHILOSOPHY

Is this course in one of your fields of concentration: _YES_ If not, why did you take it?_____

_____

I. Please describe the syllabus and requirements of the course:

THE SYLLABUS MAINLY DESCRIBED THE STRUCTURE OF COURSE, THE CLASS SCHEDULE AND THE MAIN BOOKS AND ARTICLES USED.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality & quantity)? _4_

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _3_

5. How successful was this format? (1 = not at all; 5 = very) _4_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _5_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _4_

   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _4_

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

    I LIKED THE KIND OF SPECIFICITY OF THE ARTICLES.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

    NOTHING IN PARTICULAR

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: fall 2016   **Instructor:** Malte Willer

Course Number and Title: 53307 Phil

Your Department and Year (specify grad/undergrad): GSAl + MAPh

Is this course in one of your fields of concentration: yes **If not, why did you take it?**

I. **Please describe the syllabus and requirements of the course:** A bunch of PDf's Lewis on convention, and Write 1 paper. Due dates

II. **Please answer the following questions on a scale of 1 to 5:**

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) **4**

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) **5**

3. How demanding were the reading requirements (quality & quantity)? **4**

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) **2.5**

5. How successful was this format? (1 = not at all; 5 = very) **4**

6. How much material was covered? (1 = narrow focus; 5 = broad range) **4**

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) **5**

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? **4**

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? **5**

   (1 = not at all; 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) **3**

11. How well did the instructor address questions and arguments offered by students? **3.5**

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) _5_

13. How helpful were the instructor's comments on written work?

    (1 = no work returned; 5 = very helpful) ~~~~ 4

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) _3_

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Lewis was great, grice great, Rothchild too. In fact, all readings were good. Just less time on scalar implicature.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Readings were good, but the course would be better if there were more helpful resources on how to handle the highly technical symbolic language. or a warning before taking the class. Also, maybe less time on scalar implicature.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

· I think the course description needs to put in a pre-rec for Logic 2. Having Taking basic logic was not enough.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: Spring 2016 **Instructor:** Malte Willer

Course Number and Title: PHIL 52015 · Indexicals

Your Department and Year (specify grad/undergrad): Philosophy, PhD, First-Year

Is this course in one of your fields of concentration: No **If not, why did you take it?** Distribution Requirement, but vaguely related to interests.

I. Please describe the syllabus and requirements of the course:

Readings on Indexicality in Phil Lang and Phil Mind.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) 5

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) 5

3. How demanding were the reading requirements (quality & quantity)? 3

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) 2

5. How successful was this format? (1 = not at all; 5 = very) 5

6. How much material was covered? (1 = narrow focus; 5 = broad range) 4

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) 4

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? 4

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? 5

    (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) 5

11. How well did the instructor address questions and arguments offered by students? 5

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) ___4___

13. How helpful were the instructor's comments on written work?

    (1 = no work returned; 5 = very helpful) $\frac{1}{}$ (Not yet!)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) ___4___

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Malte was very clear and organized, with detailed handouts which offered great summary and analysis.. Organizing final section of class around "Inessential Indexical" was great, since it engaged past readings and brought us up to contemporary debates

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Subject matter was dense, sometimes dry, and far outside my background of expertise. The linguistics work in week 5+6 were difficult, but I think ultimately helpful and necessary

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I would have benefited from more readings taking up connections of Phil of Mind, but I am unsure if this would be appropriate for the course. (Milikan, Frege, Babb all did this)

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Spring 2016_ **Instructor:** _Malte Willer_

Course Number and Title: _LING 52015_

Your Department and Year (specify grad/undergrad): _Linguistics, 3rd year, grad_

Is this course in one of your fields of concentration: _✓_ If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

Course covered early philosophy of language literature on indexicals, moved into treatment of indexicals, de se attitudes, and context-shifting in the linguistics literature, and ended with criticisms of the notion of "essential indexicality" from recent authors. Familiarity w/classic phil. of lang. literature. One paper presentation + term paper.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _5_
2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _5_
3. How demanding were the reading requirements (quality & quantity)? _3_

    (1 = understanding; 5 = absurdly difficult)
4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _3_
5. How successful was this format? (1 = not at all; 5 = very) _5_
6. How much material was covered? (1 = narrow focus; 5 = broad range) _5_
7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _4_
8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_

    (1 = not at all; 5 = perfect match)
9. Did the range and depth match what you needed from this (kind of) course? _5_

    (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_
11. How well did the instructor address questions and arguments offered by students? _5_

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) _5_

13. How helpful were the instructor's comments on written work? _5_

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) _5_

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Loved how tightly all the works interconnected, even across disciplines, from Frege to the present there is an intelligible dialectic in both phil. and ling. Liked Kaplan and the stuff on indexical shift best. Fertile ground for concrete phenomena to reflect on high-level issues, room for fun formal stuff.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Because of my ling. bias I can glaze over a little at the more explicitly non-linguistic stuff, like the essentiality of notationality to action or perception but I understand why it was included. The Babb paper was my least favorite.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

A paper about logophors would have been cool to tie in the linguistics with early Castañeda — maybe a Schlenker paper too. In the early stages, maybe dial back Frege a little to make room for Castañeda too.

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Quarter and Year: Spring 2016   **Instructor:** Malte Willer

Course Number and Title: Phil 52015 - Indexicals

Your Department and Year (specify grad/undergrad): Phil. PhD. 1st Year

Is this course in one of your fields of concentration: Yes **If not, why did you take it?** _____

I. Please describe the syllabus and requirements of the course:

Readings on indexicality in phil. language.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well)   5

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome)   3

3. How demanding were the reading requirements (quality & quantity)?   2.5

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion)   2.5

5. How successful was this format? (1 = not at all; 5 = very)   5

6. How much material was covered? (1 = narrow focus; 5 = broad range)   2.5

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth)   4

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)?   5

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course?   5

   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very)   5

11. How well did the instructor address questions and arguments offered by students?   5

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __N/A__

(1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I really liked the way it was organized and progressed through the literature. I thought the Cappelen and Dever book worked well at the end of the course. I also really liked the handouts. Super clear and helpful

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I liked pretty much all of it. Even the Anand.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I thought the discourse representation perspective that was pretty interesting that Roberts was drawing from and I would have liked to read a bit more from that way of thinking

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Spring 2016_   Instructor: _Malte Willer_

Course Number and Title: _Phil 52015 Indexicals_

Your Department and Year (specify grad/undergrad): _Graduate student / Philosophy_

Is this course in one of your fields of concentration: _No_ If not, why did you take it? _Well Indexicals are relevant to many philosophical inquiries so it seemed useful._

I.   Please describe the syllabus and requirements of the course:

extensive readings on indexicality, essential indexical &c, inessential indexicality etc.
required term paper

II.   Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality & quantity)? _4_

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _3_

5. How successful was this format? (1 = not at all; 5 = very) _5_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _4_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _4_

    (1 = not at all; 5 = perfect match) If imperfect, in what way? _I was interested in epistemology but that's not that, I didn't know I was signing up for linguistics/phil lang_

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _5_

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I was most interested in the essential/inessential dialectic, esp. in respect to action. Just personal preferences/interest. Probably the best thing about the course was the instructor — who made a difficult literature that was entirely foreign to me lucid and interesting.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

In general the course was well designed with thoughtful attention to literature and progression of the study.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

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Quarter and Year: __SQ 2016__   Instructor: __Malte Willer__

Course Number and Title: __PHIL 52015   Indexicality__

Your Department and Year (specify grad/undergrad): __Philosophy   Yr 3 (grad)__

Is this course in one of your fields of concentration: __Yes__ If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

That The syllabus involved a survey of the topic of indexicality up to contemporary work on the topic.

II. Please answer the following questions on a scale of 1 to 5:
   1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__
   2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__
   3. How demanding were the reading requirements (quality & quantity)? __3__
       (1 = understanding; 5 = absurdly difficult)
   4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __3__
   5. How successful was this format? (1 = not at all; 5 = very) __5__
   6. How much material was covered? (1 = narrow focus; 5 = broad range) __3__
   7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __4__
   8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
       (1 = not at all; 5 = perfect match)
   9. Did the range and depth match what you needed from this (kind of) course? __5__
       (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

   10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__
   11. How well did the instructor address questions and arguments offered by students? __5__
       (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __n/a__

(1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I found Prof. Willer's overviews of the readings and also his handouts to be exceptionally clear and helpful. I also appreciated that the course gave a good foundation in the history of the topic, but also got into details of the ~~content~~ recent conversations (so, I ~~mostly~~ appreciated pretty much all the readings. I especially liked, though the very beginning— Frege, Kaplan, Perry— and the very end — Cappelen + Dever, Ninan.)

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Pretty much all the readings were helpful.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I can't think of anything in particular. Greater diversity on the syllabus would be nice, but that might be somewhat limited by the current status of the literature.

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Quarter and Year: _Spring 2016_ **Instructor:** _Malte Willer_

Course Number and Title: _LING 34015 / Modality_

Your Department and Year (specify grad/undergrad): _Linguistics / First year Grad_

Is this course in one of your fields of concentration: _Possibly_ **If not, why did you take it?** _____

I. Please describe the syllabus and requirements of the course:

4 HW assignments
1 midterm paper (~5 pages)
1 term paper (~15 pages)

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __2__

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __5__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) 4 for the main material / 3 other

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__

    (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

    (1 = not well; 5 = very well)

(did an awesome job!)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work?

    (1 = no work returned; 5 = very helpful)

                                    5
                             (the most detailed comments I've ever received on a paper)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

    It was demanding but not impossible. The course focused on the main ideas / questions regarding the topic while giving some tools to use. I really appreciated the combination of concept and application.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

    N/A ----- only one comment

    The homeworks were more geared towards the philosophical understanding and less concerned with the linguistics. This didn't bother me, but for some it may not be appealing.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

    Loved the course!

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Quarter and Year: _Spring 2016_   Instructor: _Malte Willer_

Course Number and Title: _LING 34015 Modality_

Your Department and Year (specify grad/undergrad): _grad – Linguistics, 1st year PhD_

Is this course in one of your fields of concentration: _Yes_ If not, why did you take it? _____

I. Please describe the syllabus and requirements of the course:

- Readings for every week
- Four homework assignments, one midterm paper, one final term paper
  (4-5 pages)   (15+ pages)

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well)   _5_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome)   _5_

3. How demanding were the reading requirements (quality & quantity)?   _4_
     (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion)   _3_

5. How successful was this format? (1 = not at all; 5 = very)   _5_

6. How much material was covered? (1 = narrow focus; 5 = broad range)   _4_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth)   _3_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)?   _4_
     (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course?   _5_
     (1 = not at all; 5 = perfect match) If imperfect, in what way? _____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very)   _4_

11. How well did the instructor address questions and arguments offered by students?   _5_
     (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __4__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I liked that it was rigorous and the assignments helped in understanding the material.
The Kratzer papers we read at the beginning were especially good because they were quite clear.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Parts of the homework assignments were frustrating, and I felt like they tested on logical details rather than concepts more relevant to the topics covered in class.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Some of the readings went into way greater detail than what we really had to know for the class, although I guess that is understandable, but it would be nice if we could have a memo on which bits to focus on. For example, most of the Veltman paper was on stuff we didn't actually discuss.

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Quarter and Year: Spring 2016   **Instructor:** Malte Willer

Course Number and Title: Modality, CJNG 34015

Your Department and Year (specify grad/undergrad): Linguistics, 3rd year grad.

Is this course in one of your fields of concentration: Y   **If not, why did you take it?** ____

I. Please describe the syllabus and requirements of the course:

Overview of contemporary approaches to modality in linguistic semantics and phil. language. Beginning w/ intro to modal logic, going on into Kratzer's relative modality, trad. accounts of conditionals by Lewis, Stalnaker et al., then more modern ling + phil concerns having to do with tense, relativism, etc.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) **5**

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) **5**

3. How demanding were the reading requirements (quality & quantity)? **3**

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) **2**

5. How successful was this format? (1 = not at all; 5 = very) **5**

6. How much material was covered? (1 = narrow focus; 5 = broad range) **5**

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) **3**

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? **5**

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? **5**

   (1 = not at all; 5 = perfect match) If imperfect, in what way?____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) **5**

11. How well did the instructor address questions and arguments offered by students? **5**

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Liked the formalisms and the way the HW focused on manipulating them rather than more open-ended issues which were left to midterm/final. There is a lot of formal stuff to get through & help with learning it is needed to acquire the "trade skill" since most semanticists can't engage with the literature without it. In that respect a more hard-nosed approach is far more useful than a more open "seminar" environment

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The readings were good. Some of the, Lewis and Cardorandi were tough, but parts of them felt like "extra," so that's okay, and some of the Portner textbook was thin in areas that aren't well-researched, which is unavoidable.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Maybe just a brief intro to the notion of the lambda calculus and basic compositional semantics in the intro week, with less review of propositional logic — former was more relevant for the literature.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: Spring 2016   **Instructor:** Matte Wilker

Course Number and Title: LING 34015

Your Department and Year (specify grad/undergrad): MAPH student, grad

Is this course in one of your fields of concentration: ✓ **If not, why did you take it?** _____

I. Please describe the syllabus and requirements of the course:

several homework assignments
weekly readings from ~~textbook~~ + articles
1 short paper
term paper

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well)   5

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome)   5

3. How demanding were the reading requirements (quality & quantity)?   4
   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion)   2

5. How successful was this format? (1 = not at all; 5 = very)   4

6. How much material was covered? (1 = narrow focus; 5 = broad range)   5

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth)   3

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)?   4
   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course?   3
   (1 = not at all; 5 = perfect match) If imperfect, in what way? I didn't have
   enough background for this kind of depth

10. How well-organized and clear was the instructor? (1 = not very; 5 = very)   5

11. How well did the instructor address questions and arguments offered by students?   5
    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __4__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

    lecture was great, discussion was encouraged
    Portner textbook was an excellent background text/overview
    the dynamic semantics at the end was so interesting
    readings all seemed well chosen

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

    I think the scope may have been too big — but maybe
    this is my own lack of background. I would've learned
    more if the scope was narrower and more time was
    spent on fewer topics.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

    it moved a little fast — I know time was limited
    but I would've liked to spend a little more
    time on MLL and Kratzer before moving into others,
    since everything built on what came before

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Winter 2016_ **Instructor:** _Malte Willer_

Course Number and Title: _Meaning and Reference PHIL 34010_

Your Department and Year (specify grad/undergrad): _Philosophy - Graduate_

Is this course in one of your fields of concentration: _Yes_ **If not, why did you take it?**_____

I. Please describe the syllabus and requirements of the course:

The syllabus was relatively straightforward. Every class was focused on one reading, though there was often overlap due to extended discussion. Readings were occasionally a bit long + we ended up touching on only a small section of the reading. Papers were manageable + topics available were diverse.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality & quantity)? __2__

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __4__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __3__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__

   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work?

    (1 = no work returned; 5 = very helpful) __5__ great feedback

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __4__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I enjoyed the progression the course took from Mill to Kaplan. The readings worked well together & often addressed the questions we had been discussing in the class prior.

Malte has a strong background in formal logic which was useful in understanding the structure of the arguments presented.

The Kripke was a great reading to include.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I occasionally felt behind as I was not familiar with formal logic to the extent that would have been helpful. Russell was the most difficult for this reason, I think. I would not remove these readings though.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I would have liked to focus on particular debates between philosophers more. I often felt that as soon as we were getting into the finer details of a debate, we would have to move on.

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Quarter and Year: Winter 2016   **Instructor:** Malte Willer

Course Number and Title: PHIL 34010   Meaning and Reference

Your Department and Year (specify grad/undergrad): MAPH grad

Is this course in one of your fields of concentration: No **If not, why did you take it?** It still seemed relevant since I study narrative

I. Please describe the syllabus and requirements of the course:

Reading major theoretical contributions every week (about 60 pages) and three papers.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) **5**

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) **5**

3. How demanding were the reading requirements (quality & quantity)? **3**

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) **2**

5. How successful was this format? (1 = not at all; 5 = very) **3**

6. How much material was covered? (1 = narrow focus; 5 = broad range) **4**

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) **3**

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? **3**

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? **3**

   (1 = not at all; 5 = perfect match) If imperfect, in what way? the range was really wide, which meant we did not go too much into depth

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) **5**

11. How well did the instructor address questions and arguments offered by students? **5**

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) _5_

13. How helpful were the instructor's comments on written work? _4_

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) _5_

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I liked the amount of work, it was a very reasonable load. the weekly handouts were immensely helpful. I liked the Kaplan and Fara pieces since my thinking was more altered to the type of learning.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

the course moved rather quickly so I found it difficult to keep up sometimes as we moved through theorists.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I thought the readings were useful, but again, the course moved very quickly.

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Quarter and Year: Winter 2016   **Instructor:** Malte Willer

Course Number and Title: PHIL 34010 Meaning and Reference

Your Department and Year (specify grad/undergrad): Grad, MAPH,

Is this course in one of your fields of concentration: Yes **If not, why did you take it?**

I. Please describe the syllabus and requirements of the course:

The course covered key work on the issue of reference and the nature of names, including papers authored by Frege, Russell, Strawson, Kripke and Kaplan — two short (5 page) papers and one full term paper were required.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality & quantity)? __3__

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __3__

5. How successful was this format? (1 = not at all; 5 = very) __5__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __4__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __3__

    (1 = not at all; 5 = perfect match) If imperfect, in what way? I expected the focus to fall more on the problem of reference — what was ⊛

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

    (1 = not well; 5 = very well)

⊛ frustrating philosophically speaking about it and why we should be interested in it, whereas the delivery focused more on the virtues and faults of successive theories dealing with reference.

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __4__

13. How helpful were the instructor's comments on written work? __4__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I liked best the way in which the class was organized. There was a lot of room for discussion and the approach to mastering the material centred discussing it and exploring it. The readings from Kripke, Strawson and Donellan, Kaplan I felt worked best — I felt the mix of the toughness of the ideas in each and the way each proved their interest in the relevant issues was greatly [?]

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I didn't, and at times, feel there was enough background detail — in particular explaining what was problematic about say reference and what motivated the investigation into it — in particular Russell, while for me the most interesting figure on the syllabus, was tough to work with without a more general sense of his

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why? I think the course is well structured — the only changes I would recommend would be better grasping the Russell-Frege dispute / relatedly because of its importance for the whole tradition, esp. Kripke.

✱ place in the tradition and his own motivations — but perhaps this falls under the category of 'background reading' and is more the responsibility of the student

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Quarter and Year: Winter 2016   **Instructor:** Malk Wille

Course Number and Title: PHIL 34010 Meaning and Reference

Your Department and Year (specify grad/undergrad): GRAD in MAPSS 2016

Is this course in one of your fields of concentration: y/o **If not, why did you take it?**

I. Please describe the syllabus and requirements of the course:

The syllabus was extremely well put together, each week building up very nicely with the earlier ones — allowed for systematic thinking of one continuous problem across history of philosophy. Requirements were both reasonable and helpful

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) **5**

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) **5**

3. How demanding were the reading requirements (quality & quantity)? **3**

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) **3**

5. How successful was this format? (1 = not at all; 5 = very) **5**

6. How much material was covered? (1 = narrow focus; 5 = broad range) **2**

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) **5**

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? **5**

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? **5**

   (1 = not at all; 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) **5**

11. How well did the instructor address questions and arguments offered by students? **5**

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) ___5___

13. How helpful were the instructor's comments on written work? ___5___

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) ___5___

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

   The readings can hardly be distinguished separated from one another as they form a continuous discussion in the history of philosophy and as such all were very interesting and essential. Kripke was a personal favorite

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

   Reading less stimulating: KAPLAN

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

   Absolutely nothing! This course provided a great overview of one topic and in-depth discussion total
   I wouldn't change anything.

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Quarter and Year: _Winter 2015_ Instructor: _Malte Willer_

Course Number and Title: _PHIL 39425_

Your Department and Year (specify grad/undergrad): _Grad 1st year_

Is this course in one of your fields of concentration: _yes_ If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality & quantity)? _3_

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _4_

5. How successful was this format? (1 = not at all; 5 = very) _5_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _5_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _4_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_

   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _5_

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work?

    (1 = no work returned; 5 = very helpful) __5__

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

It was very clear and progressed nicely. We covered a lot of material

2. What did you like least about this course? In particular, were there readings which didn't work? Why not? —

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why? —

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Quarter and Year:___Winter 2015___ Instructor:___Malte Willer___

Course Number and Title:___PHIL 39425___

Your Department and Year (specify grad/undergrad):___grad, 2nd yr, Linguistics___

Is this course in one of your fields of concentration:___∅___ If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

This is a course in logical literacy. It assumes knowledge of propositional and predicate logic, and introduces some non-classical extensions of both, along with some metalogical results for both. There's also an introduction to modal logic, and some applications of it (counterfactuals, two-dimensional logic).

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __3__

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __4__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__

   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work?

(1 = no work returned; 5 = very helpful) __5__

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

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Quarter and Year: _Autumn 2014_   **Instructor:** _Malte Willer_

Course Number and Title: _54605   Subjectivity_

Your Department and Year (specify grad/undergrad): _Philosophy Grad 1st year_

Is this course in one of your fields of concentration: _Yes_ **If not, why did you take it?** _____

I. Please describe the syllabus and requirements of the course:

Requirements were weekly readings and a 15+ page term paper. The syllabus covered a lot of material including expressivism, relativism & dynamic semantics.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __4__

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2/3__

5. How successful was this format? (1 = not at all; 5 = very) __4__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__

   (1 = not at all; 5 = perfect match) If imperfect, in what way? _It would have been helpful to have slightly more introduction to more traditional semantics._

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __N/A__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I enjoyed the discussions and material. The readings toward the end of the quarter were useful in tying everything together.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I enjoyed the section on expressivism the least. Some of the readings on that topic were very long and reading both versions of Gibbard seemed redundant.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I think slightly more introduction would be helpful for those with little experience in philosophy of languages and semantics.

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Quarter and Year: _Fall 2014_ **Instructor:** _Malte Willer_

Course Number and Title: _PHI 5460S_

Your Department and Year (specify grad/undergrad): _grad 4th year LINGUISTICS_

Is this course in one of your fields of concentration: _yes_ **If not, why did you take it?** _interested in subjectivity and philosophy of language_

I. **Please describe the syllabus and requirements of the course:**
   - readings on subjectivity, moving from expressivism to relativism to contextualism to dynamic theories.

II. **Please answer the following questions on a scale of 1 to 5:**

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _4_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality & quantity)? _3-4_

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _4_

5. How successful was this format? (1 = not at all; 5 = very) _4_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _3_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _4_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _4_

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _4_

   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _4_

11. How well did the instructor address questions and arguments offered by students? _4_

   (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) _4_

N/A - auditor

13. How helpful were the instructor's comments on written work?

(1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) _5_

III. **Please answer the following questions in a few sentences. Well-chosen details are particularly useful.**

1. What did you like best about this course? In particular, what readings worked best? Why?

Most of the reading were new, as I've never read in the philosophy department. I appreciated learning about Gibbard, Ayer, Hare and Miller.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I have no complaints, as it was expanding my knowledge.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I have a hard time answering this question, as the course is part of a two-quarter system series and we will get more readings next quarter; at that point I would be able to judge what was overlooked.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Autumn 2014_   Instructor: _Malte Willer_

Course Number and Title: _PHIL 54605_

Your Department and Year (specify grad/undergrad): _first-year Philosophy PhD_

Is this course in one of your fields of concentration: _no_ If not, why did you take it? _Satisfy an Area II requirement_

I. Please describe the syllabus and requirements of the course:

Weekly readings (assigned arand a topic); term paper at the end of the quarter

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality & quantity)? _4.5_

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _2_

5. How successful was this format? (1 = not at all; 5 = very) _4_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _3_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _4_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _4_

    (1 = not at all; 5 = perfect match) If imperfect, in what way? _I was too much of a novice to appreciate the depth of some of the articles_

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _4_

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) ___5___

13. How helpful were the instructor's comments on written work? ___n/a___

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) ___5___

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Malte was a knowledgeable, likeable instructor who made class enjoyable. Content-wise, I found that the books assigned worked best because they offered fuller and more complete accounts. The depth with which we went through Gibbard, Schroeder, and MacFarlane was, I thought, optimal.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I didn't enjoy the slew of papers assigned to read near the end of the course. They offered different perspectives which were good to consider but the discussion became more disjointed and haphazard as a result.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Some of the articles in the last two weeks of the course were not comprehensible in full detail to beginners (dynamic semantics), so I would have appreciated a more digestible selection in that regard.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: Fall 2014   **Instructor:** Willer

Course Number and Title: PHIL 54605

Your Department and Year (specify grad/undergrad): Grad, Philosophy

Is this course in one of your fields of concentration: No   **If not, why did you take it?** I'm interested in language and normativity

I. Please describe the syllabus and requirements of the course:

The syllabus listed the expectations for the class, the course content, readings, and instructor info. Weekly readings and one term paper were required.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __3__
   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __3__

5. How successful was this format? (1 = not at all; 5 = very) __4__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __2__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __5__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__
   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __3__
    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __N/A__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __4__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I enjoyed the range and depth of readings. In particular, I found Schroeder's *Being For*, MacFarlane's *Assessment Sensitivity*, and the articles by Moltmann, Lasersohn, Egan, Plunkett and Sundell, and Sundell useful.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The readings were fine, and the class discussion was very enjoyable and mostly on task. Sometimes it seemed that two people could say the same thing and receive different feedback, and sometimes we ventured away from the issues and texts at hand, but overall it was very informative and inclusive.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

The course was structured well, though perhaps one week of Gibbard may have been enough, with less reading of *Wise Choices, Apt Feelings*. Additionally, it would have been nice to hear the road map for the course in week one (like the summary we received in week ten).

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Autumn 2014_ **Instructor:** _Matt Willer_

Course Number and Title: _PHIL 54605 – Subjectivity_

Your Department and Year (specify grad/undergrad): _Grad., Philosophy, 1st year_

Is this course in one of your fields of concentration: _Yes_ **If not, why did you take it?** _____

I. Please describe the syllabus and requirements of the course:

The course focused on recent work in formal semantics and closely related philosophical subdisciplines, as well as some work in linguistics, developing new expressivist, relativist, and dynamic semantic theories for sentences expressing or describing subjective states. The course requirements were standard: reading, discussion, graduate level paper.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _4_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality & quantity)? _3_

   (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _2_

5. How successful was this format? (1 = not at all; 5 = very) _3_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _3_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _3_

   (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _3_

   (1 = not at all; 5 = perfect match) If imperfect, in what way? _Formal semantic is not a primary area of interest, but a few lessons from this course can be applied elsewhere._

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _4_

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) ___5___

13. How helpful were the instructor's comments on written work?   ___1___

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) ___4___

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

   I enjoyed the early discussion of Gibbard's metaethical work, and I enjoyed MacFarlane's Assessment Sensitivity. In both cases, the work was applicable to a somewhat broader field of philosophical issues.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

   Any trouble I had with the course owed to the fact that this is not an area of emphasis for me. I did not enjoy the finer-focused texts as much as the broader ones.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

   I think everything assigned was appropriate, given the stated focus of the course.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Fall 2014_ **Instructor:** _Malte Willer_

Course Number and Title: _54605_

Your Department and Year (specify grad/undergrad): _Romance Languages (grad.)_
- French program — Auditor for this course

Is this course in one of your fields of concentration: _No_ **If not, why did you take it?**_____
Personal interest

I. **Please describe the syllabus and requirements of the course:**

The course was focused on the theme of subjectivity from different perspectives : ~~............~~, Expressivism, Relativism, ... and also included such matters as taste and modality. I established for myself personal requirements, as an auditor, that is to get a general overview of all this phenomena studied from this particular angle.

II. **Please answer the following questions on a scale of 1 to 5:**

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __3__

3. How demanding were the reading requirements (quality & quantity)? __3__

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __4__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __3__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__

    (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

    _____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __4__

11. How well did the instructor address questions and arguments offered by students? __4__

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) _____

13. How helpful were the instructor's comments on written work? _____

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __3__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

   The part which I found the most useful was that one about MacFarland's experience - Coming from the literary field, I just found it could fit in a way my work on texts and language (more ~~*~~ in terms of general ~~*~~ reflection ~~*~~ on language).

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

   I didn't find any particular reading which didn't work or was useless

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year: _Autumn 2014_ **Instructor:** _Malte Willer_

Course Number and Title: _54605_

Your Department and Year (specify grad/undergrad): _Phil first-year PhD_

Is this course in one of your fields of concentration: _yes_ **If not, why did you take it?** _____

I. Please describe the syllabus and requirements of the course:

Weekly seminar, term paper, philosophy of (recent) language of subjectivity

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality & quantity)? _3_

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) _2_

5. How successful was this format? (1 = not at all; 5 = very) _4_

6. How much material was covered? (1 = narrow focus; 5 = broad range) _4_

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) _4/5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _4_

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_

    (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _5_

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work?

    (1 = no work returned; 5 = very helpful) __5__

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I liked reading MacFarlane the best because we got a good idea of the view and problems with it. ~~The other~~ The Gibbard was perhaps a bit too much of that view. The other shorter things were all good.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Less Gibbard!

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

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Quarter and Year:___Fall 2014_____ Instructor:__Matte Willer_____

Course Number and Title:__PHIL 34025_____

Your Department and Year (specify grad/undergrad):___Linguistics, 2nd yr. grad.___

Is this course in one of your fields of concentration:__Y__If not, why did you take it?_____

I. **Please describe the syllabus and requirements of the course:**

The course was structured around the Millian v. Fregean debate in the phil. of language — whether or not singularly referring expressions, esp. proper names & indexicals, have descriptive or conceptual content. First the classical debate was laid out (Mill, Frege, Russell), then the anti-descriptivist responses (Kripke, Kaplan, Putnam), then modern descriptivist revivals (Stalnaker, Chalmers), and finally the kripkean backlash (Soames).

II. **Please answer the following questions on a scale of 1 to 5:**
   1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

   2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

   3. How demanding were the reading requirements (quality & quantity)? __3__

      (1 = understanding; 5 = absurdly difficult)

   4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __3__

   5. How successful was this format? (1 = not at all; 5 = very) __5__

   6. How much material was covered? (1 = narrow focus; 5 = broad range) __4__

   7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __3__

   8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__

      (1 = not at all; 5 = perfect match)

   9. Did the range and depth match what you needed from this (kind of) course? __4__

      (1 = not at all; 5 = perfect match) If imperfect, in what way? Class was broader, discussion sections allowed for more specific questions & dealing with the technical apparatuses.

   10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

   11. How well did the instructor address questions and arguments offered by students? __5__

      (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I really enjoyed this course. The history of the debate lends itself well to a class structure with the back-and-forth, & Malte was able to represent & defend both positions w/o prejudice. Malte is a knowledgeable & entertaining lecturer, and he allowed for plenty of discussion as well. Some of the readings are "classics" that a phil. student might know from elsewhere; & others are less well-known. My favorite was Mill's Of Names — despite its length (& age!) it is an extraordinary piece of philosophy & linguistics still compelling after all these years.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

One part of the course focused on the technical apparatus of "two-dimensionalism" — while it seems like you couldn't cover the history of the debate adequately w/o addressing it, I find the doctrine as a whole utterly bewildering both w.r.t. its motivations & its implementation. I worked through the arguments for + against it best I could, but I have to admit my inclination was to simply ignore this approach, as it seems to me a kind of pipe dream that responds to imaginary problems with absurd "solutions." That is just my harsh personal opinion on the matter, and that's Chalmers' fault, not Malte's.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Despite my distaste for two-dimensionalism, the readings probably realistically could not have been removed because they are so important to the contemporary debate. The reading was very reasonable, and there was probably room for a couple to be added. Some more positive content from the Millians would have been nice — much of what they have to say against descriptivism is negative. I read Nathan Salmon's Frege's Puzzle during the course — I think it went great with it.

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Quarter and Year: *Autumn 2014*   Instructor: *Malte Willer*

Course Number and Title: *Reference + Description*   *PHIL 34025*

Your Department and Year (specify grad/undergrad): *MAPH*

Is this course in one of your fields of concentration: *yes* If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

2 - 5 page papers
1 - 15+ page paper

Mill, Frege, Russell, Strawson, Kripke, Kaplan, Stalnaker, Kripke, etc.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality & quantity)? __3__

    (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __3__

5. How successful was this format? (1 = not at all; 5 = very) __4__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __2__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __4 a 5?__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __3__

    (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__

    (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __4__

    (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __4__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Dr. Willer did a fantastic job constructing the direction of the course. He explained things clearly (though sometimes quickly.) I especially enjoyed "Naming & Necessity" by Kripke.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not? (symbolic)

I was not expecting the extent to which formal (symbolic) skills would be needed for the class. I'm glad to have learned these, but it was quite challenging.
Sometimes the readings seemed imbalanced in length. The earlier readings were shorter & manageable. Some of the later readings were quite long and hit at tough times in the quarter.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I wish the class size had been larger. More perspectives & voices in the class would have been beneficial.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Winter 2013_ Instructor _Malte Willer_
Course Number and Title: _PHIL 53341, Expressivism_
Your Department and Year (specify grad/undergrad): _Philosophy, graduate (5th year)_

Is this course in one of your fields of concentration? _____ (If not, why did you take it?)
Broaden my knowledge in meta-ethics

I. Please describe the syllabus and requirements for the course:

Readings consisted of 4-5 papers/chapters per week.

Requirement: one term paper

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)?
   (1 = understanding, 5 = absurdly difficult) _3_

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very) _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _5_ _covered a lot in expressivism_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)?
   (1 = not at all, 5 = perfect match) _5_

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

__5__

__N/A__

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

__N/A__

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

__5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

This was one of BEST courses I have taken in my five years at this university. Nearly everything was perfect: the readings, the handouts, Mulfe's lectures and the discussion!

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Liked it all!

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

One minor comment: I think we should have read more of Gibbard's first book and spent a bit more time in class discussing Gibbard's positions. Other than that, everything was great!

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year ___Winter 2013___ Instructor ___Malte Willer___

Course Number and Title: ___Phil 53341 Expressivism___

Your Department and Year (specify grad/undergrad): ___Math Grad 1st year___

Is this course in one of your fields of concentration? ___yes___ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:
One final paper, roughly 4-5 readings per class.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) ___5___

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) ___5___

3. How demanding were the reading requirements (quality and quantity)? ___2.5___
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) ___3___

5. How successful was this format? (1 = not at all, 5 = very) ___5___

6. How much material was covered? (1 = narrow focus, 5 = broad range) ___3___

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) ___5___

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? ___5___
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? ___5___
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) ___5___

11. How well did the instructor address questions and arguments offered by students? ___5___

(1 = not well, 5 = very well)   _5_

12. How available/accessible was the instructor outside of class? (1 = not at all,   _4_
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   _4_
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   _5_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Covered wide survey of writers and approaches to
expressivism/non-cognitivism, & kept centered around
Frege-Geach problem. Helped see evolution of arguments
simultaneously
w/out getting too scatter brained.

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

Truth-minimalism. It was such a let down and after discussing,
I'm still not quite sure what work it's supposed
to do

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

More Gibbard, Maybe one less article for hybrid section

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year __FALL 2012__ Instructor __MALTE WILLER__

Course Number and Title: __PHIL 30721   DYNAMIC SEMANTICS__

Your Department and Year (specify grad/undergrad): __GRAD__
__PHILOSOPHY PHD 2nd YEAR__

Is this course in one of your fields of concentration? __NO__ (If not, why did you take it?)
__I WAS CURIOUS ABOUT RECENT DEVELOPMENTS IN PHILOSOPHY OF LANGUAGE__

I. Please describe the syllabus and requirements for the course:
__WEEKLY READING - 1-2 ARTICLES, FOUR PROBLEM SETS,__
__A MIDTERM PAPER DRAFT AND A FINAL PAPER.__

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)? __3__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __4__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __2__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __5__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__ (very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __4__

13. How helpful were the instructor's comments on written work? __5__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I particularly enjoyed the central part of the course on file change semantics, DRT, and DPL. Veltman and Jalcin on epistemic modals were the best readings.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I did not like trudging through the technical sections of some of the articles where this was neither philosophically interesting or even discussed at length in class. Groenendijk and Stokhof stands out as especially rebarbative.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

More overview articles would have been helpful & perhaps would have helped bring out the philosophical issues more clearly than authors invested in their own systems.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Fall 2012_ Instructor _Malte Willer_

Course Number and Title: _Dynamic Semantics 30721_

Your Department and Year (specify grad/undergrad): _MAPH student_
year 1

Is this course in one of your fields of concentration? _Yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:
We covered a different semantic framework every week after the 1st, during which we discussed the motivations for pursuing a dynamic semantic framework of meaning. We had 4 comprehensive homework assignments and 2 papers.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _4_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)? _3_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _2_

5. How successful was this format? (1 = not at all, 5 = very) _3_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _4_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _3_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _3_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?
   Too much too fast

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _3_

11. How well did the instructor address questions and arguments offered by students? _5_

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __4__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Anything that dealt with DRT I found to be very clear and cogent. Also, Stalnaker ~~work~~ was a great jumping off point.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

It's not that the readings didn't work, it's just that covering a new dynamic framework every week was a bit much. ~~Also,~~ [Definitely could have used another class on DPL.]

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Also, if there were any readings which never made it onto any of the homeworks or paper topics, then maybe just put them in the 'optional' folder.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Autumn 2012_   Instructor _Malte Willer_

Course Number and Title: _Dynamic Semantics 30721_

Your Department and Year (specify grad/undergrad): _MAPH Student (1st year)_

Is this course in one of your fields of concentration? _✓_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

We read founding and competing theories in Dynamic semantics from the 1970's to the present, focusing primarily on anaphora resolution and presupposition problems. The requirements included 4 homework assignments, one short midterm paper, ~~and~~ and one long term paper.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)? _4_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _2_

5. How successful was this format? (1 = not at all, 5 = very) _3_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _3_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _3_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _3_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?
   More background would have helped me specifically, but I realize there are time constraints

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _4_

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __5__

13. How helpful were the instructor's comments on written work? __4__

   (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __5__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I & appreciated the coherence of the course material most — I think the readings that brought together the earlier stuff such as the DPL and van der Sandt readings helped put things into perspective.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I did not like the emphasis on the formal logic, or I should say the amount of emphasis, as clearly an understanding of the logic is prerequisite to the understanding of the material. I just felt like too much time was spent agonizing over formal details, both in the classroom and on my own time doing the homeworks.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

I would change the pace of the course, I think in particular spending only one week on DRT, then one week on DPL, then one week on E-type, was simply much too fast. I would perhaps suggest removing some readings such as the E-type readings, and spending another week on DRT, for example.

PHILOSOPHY GRADUATE SEMINAR COURSE EVALUATION

Each quarter we ask students in graduate-level philosophy courses to evaluate the quality of the course's content and instruction. The completed forms are filed in the cabinet in the Anscombe Library and Lounge, Stuart 216, for students to read. *Even if you are not in the Philosophy Department, please fill out and return this double-sided form to the Philosophy Office in Stuart 202.*

Quarter and Year:_____Autumn_____ Instructor:____Malte Willer____

Course Number and Title: PHIL 30721 DYNAMIC SEMANTICS

Your Department and Year (specify grad/undergrad):____MAPH____

Is this course in one of your fields of concentration:__Yes__ If not, why did you take it?_____

I. Please describe the syllabus and requirements of the course:

good.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and well-organized was the syllabus? (1 = terribly; 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all; 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality & quantity)? __4__

     (1 = understanding; 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion? (1 = all lecture; 5 = all discussion) __2__

5. How successful was this format? (1 = not at all; 5 = very) __4__

6. How much material was covered? (1 = narrow focus; 5 = broad range) __4__

7. How deeply was it covered? (1 = superficial survey; 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__

     (1 = not at all; 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__

     (1 = not at all; 5 = perfect match) If imperfect, in what way?_____

10. How well-organized and clear was the instructor? (1 = not very; 5 = very) __4__

11. How well did the instructor address questions and arguments offered by students? __4__

     (1 = not well; 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all; 5 = very) __4__

13. How helpful were the instructor's comments on written work? __6__

    (1 = no work returned; 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never; 5 = absolutely) __6__

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

lecture handouts are quite clear.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Some readings are very long and I didn't have enough time to finish them.

3. What would like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Nothing

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _WQ12_ Instructor _MALTE WILLER_

Course Number and Title: _MEANING & REFERENCE_

Your Department and Year (specify grad/undergrad): _PHILOSOPHY GRAD (PHD),_
FIRST YEAR

Is this course in one of your fields of concentration? _NO_ (If not, why did you take it?)
... SOUNDED INTERESTING

I. Please describe the syllabus and requirements for the course:

FREGE, RUSSELL, STRAWSON, KRIPKE, ETC

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)? _1_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) ~~4~~ 3

5. How successful was this format? (1 = not at all, 5 = very) _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _4_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _2.5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   4

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   5
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   4
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

GOOD NARRATIVE STRUCTURE
   TO THE COURSE

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _____Winter 2012_____ Instructor _____Miller_____

Course Number and Title: __Meaning & Reference, Phil 34010__

Your Department and Year (specify grad/undergrad): __MAPH, Graduate__

Is this course in one of your fields of concentration? __Yes___ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

Several readings from Frege through Russell and Kripke with details
Requirements were 2-3 papers totaling 20+ pages

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)?
   (1 = understanding, 5 = absurdly difficult) __4__

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __2__

5. How successful was this format? (1 = not at all, 5 = very) __4__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __3__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?
   Not my specific area of interest, more than I really needed

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   _5_

12. How available/accessible was the instructor outside of class? (1 = not at all,   _5_
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   _4_
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   _5_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I liked how he managed to accurately create a narrative thread through the course, as this will be more likely persist in my memory than disjointed readings would be.

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

The readings at the end, while interesting and nice to discuss in class, were quite challenging. I dealt with it, but Kaplan and Perry were definitely outliers in terms of difficulty.

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

The readings worked but I would prefer more lecture and less discussion in class, as it dragged at times & we did have a discussion group.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _WINTER 2012_ Instructor _MALTE WILLER_

Course Number and Title: _MEANING & REFERENCE (#34010)_

Your Department and Year (specify grad/undergrad): _GRAD : MATH_

Is this course in one of your fields of concentration? _____ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

THE MATERIAL WAS STREAMLINED & ENGAGING

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)? _3_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _2_

5. How successful was this format? (1 = not at all, 5 = very) _✗5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _2_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   _5_

12. How available/accessible was the instructor outside of class? (1 = not at all,   _5_
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   _4_
    returned, 5 = very helpful)   (HELPFUL BUT HARD TO READ)

14. Would you take another course offered by this instructor? (1 = never,   _5_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

THE OVERAL DIALECTIC WAS VERY FOCUSED

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Winter 2012_   Instructor _Malte Willer_

Course Number and Title: _36010 Meaning & Reference_

Your Department and Year (specify grad/undergrad): _Grad / MAPH_

Is this course in one of your fields of concentration? _Yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

2 papers, 1 reading per class, sometimes less.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)? _1_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very) _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _5_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _3.5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _4_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _4_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?
   I could have used at least a brush with inferential theories of reference

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _5_

(1 = not well, 5 = very well)   4.5

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   4
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The course was fun, informative and dealt with topics with an accessable pace and tone. The indepth coverage of Frege and Kripke were highlights.

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

Essentially after Putnam/Kaplan, I tuned out. The readings went in a totally different direction and it felt like we had less time to deal with the papers in depth.

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

Add something like Wittgenstein or Brandom just for comparison.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year ___W2012___ Instructor ___MALTE WILLER___

Course Number and Title: ___PHIL34010 MEANING AND REFERENCE___

Your Department and Year (specify (grad)/undergrad): ___MAPH___

Is this course in one of your fields of concentration? ___YES___ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) ___5___

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) ___5___

3. How demanding were the reading requirements (quality and quantity)? ___2___ — QUALITY: 3 or 4 QUANTITY: 1
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) ___2___

5. How successful was this format? (1 = not at all, 5 = very) ___5___

6. How much material was covered? (1 = narrow focus, 5 = broad range) ___3___

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) ___3 or 4___

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? ___3 or 4___ — RANGE: 4 DEPTH: 2 or 3
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? ___3___
   (1 = not at all, 5 = perfect match) If imperfect, in what way?
   I PERSONALLY NEEDED MORE OF AN INTRODUCTION TO THIS MODE OF DOING PHILOSOPHY, BUT THIS WAS MY OWN FAILING, CERTAINLY NOT ONE OF THE COURSE DESIGN.

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) ___5___

11. How well did the instructor address questions and arguments offered by students? 5 (SEE OTHER SIDE)

(1 = not well, 5 = very well)   _5_

12. How available/accessible was the instructor outside of class? (1 = not at all,   _5_
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   _5_
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   _5_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I LIKED THE THOROUGH AND METHODICAL MANNER WITH WHICH
PROFESSOR WILLER APPROACHED THE MATERIAL.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

PHILOSOPHY GRADUATE COURSE EVALUATION

Each quarter we ask students in graduate-level philosophy courses to evaluate the quality of the course's content and instruction. The completed forms are filed in the cabinet in the Anscombe Library and Lounge, Stuart 216, for students to read. Even if you are not in the Philosophy Department, please fill out and return this (double-sided) form.

Quarter and Year ___Winter 2011-12___ Instructor ___Malte Willer___

Course Number and Title: ___Meaning and Reference 34010___

Your Department and Year (specify grad/undergrad): ___MAPH 2011-12___

Is this course in one of your fields of concentration? ___yes___ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

Reading Schedule   1 short midterm
Course Overview   paper
  Assignment Requirements   1 longer final paper
Contact Info

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) ___5___

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) ___4___

3. How demanding were the reading requirements (quality and quantity)? ___3___
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) ___3___ Good balance

5. How successful was this format? (1 = not at all, 5 = very) ___5___

6. How much material was covered? (1 = narrow focus, 5 = broad range) ___4___

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) ___4___

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? ___5___
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? ___5___
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) ___5___

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   <u>4</u>

12. How available/accessible was the instructor outside of class? (1 = not at all,   <u>5</u>
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   <u>4</u>
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   <u>4</u>
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The format of the class (a good blend of discussion and lecture with fantastically integrated power points)
The readings were canonical and relevant to the aim of the class as an overview

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I felt that there wasn't a lot of room to question or interpret the presented material in a way possibly not in line with the existing literature. Would have liked some room for new ideas / creativity in approaching the subject

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

See Question 2 - perhaps an offering of secondary, non-required supplementary readings for further interest.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _____Winter 2012_____ Instructor _____Nate Willer_____

Course Number and Title: _____Meaning and Reference_____

Your Department and Year (specify grad/undergrad): _____Math_____

Is this course in one of your fields of concentration? _____yes_____ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

Ask the instructor for the syllabus

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and ~organized was the syllabus? (1 = terribly, 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)? __1__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __4__

5. How successful was this format? (1 = not at all, 5 = very) __4__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __2__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?
   A reading from Brandom on truth and reference would have been nice

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __4__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)

⎯⎯ 5

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

⎯⎯ 5

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

⎯⎯ 4

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

⎯⎯ 5

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Systematic progress through the readings to answer questions about meaning.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I would have enjoyed more application of the theories from the readings to problems encountered in the readings. For example, the point of how the argument of "On Denoting" refutes external world skepticism.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

More time on Kaplan.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Winter 2012_   Instructor _Mall Willer_

Course Number and Title: _PHI240101_

Your Department and Year (specify grad/undergrad): _Grad - MAPH 2012_

Is this course in one of your fields of concentration? _yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

A discussion and examination of meaning, reference, denotation etc., ranging from Frege & Russell to Kripke & Perry

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and -organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)?
   (1 = understanding, 5 = absurdly difficult) _3_

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very) _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _5_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _3_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _4_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students? _5_

(1 = not well, 5 = very well)

                  5

12. How available/accessible was the instructor outside of class? (1 = not at all,   4
    5 = very)

                  4

13. How helpful were the instructor's comments on written work? (1 = no work
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I particularly benefitted from the instructor's care and clarity in presenting the material, particularly Kripke, than whom the instructor was even clearer and more precise.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

There was nothing really about this course that sat ill with me. If I had to pick, maybe Donnellan? Don't hold me to that.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

The syllabus for the course was laid out well enough. I have no complaints or issues to raise.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Winter 2012_   Instructor _Malte Willer_

Course Number and Title: _PHIL 53340 "Conditionals"_

Your Department and Year (specify grad/undergrad): _Linguistics PhD 5th Year_

Is this course in one of your fields of concentration? _yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)? __1__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __1__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __5__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   5

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   N/A
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Readings They were all great.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year __Winter 2012__ Instructor __MALTE WILLER__

Course Number and Title: __Conditionals 53340__

Your Department and Year (specify grad/undergrad): __Linguistics__

Is this course in one of your fields of concentration? __Cross Listed__ (If not, why did you take it?)
__Interesting!__

I. Please describe the syllabus and requirements for the course:
1 term paper
Read 1-3 papers per week; participate in class

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __4.5?__ It was good though

3. How demanding were the reading requirements (quality and quantity)?
   (1 = understanding, 5 = absurdly difficult) __4__ hard in a good way

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __3__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __5__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

(1 = not well, 5 = very well)

$\underline{5}$

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

$\underline{5}$

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

No work returned) yet

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

$\underline{5}$

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The Miners' Paradox was fun
Reverse sobel sequences
Kratzer
Gillies
Iatridou

Malte Willer is brilliant + engaging

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I liked everything!
We could have further justified what was ever wrong w/ Kratzers theory of conditionals

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

This class was wonderful

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year ___WINTER 2012___ Instructor ___MALTE WILLER___

Course Number and Title: ___53340   CONDITIONALS___

Your Department and Year (specify grad/undergrad): ___LINGUISTICS (GRAD)___

Is this course in one of your fields of concentration? __YES__ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

· READING + DISCUSSION OF CENTRAL WORKS / ARTICLES
  ON THE PHILOSOPHY / SEMANTICS OF CONDITIONALS.
· I ONLY AUDITED, SO I DON'T KNOW THE OTHER REQUIREMENTS

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)? __2/3__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth). __3/4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

(1 = not well, 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)   _5_

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)   _N/A_

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)   _5_

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

MALTE IS VERY GOOD AT SUMMARIZING THE MAIN ARGUMENTS / PROPOSALS IN ASSIGNED READINGS.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

N/A

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

APPROPRIATE AMOUNT OF READINGS PER WEEK.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year ___WINTER___ ___2012___ Instructor ___MALTE WILLER___

Course Number and Title: ___CONDITIONALS___ ___(PHIL 53340)___

Your Department and Year (specify grad/undergrad): ___UNDERGRAD YEAR 3,___

___LINGUISTICS___

Is this course in one of your fields of concentration? ___YES___ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

FINAL RESEARCH PAPER

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) ___5___

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) ___5___

3. How demanding were the reading requirements (quality and quantity)? ___3___
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) ___4___

5. How successful was this format? (1 = not at all, 5 = very) ___5___

6. How much material was covered? (1 = narrow focus, 5 = broad range) ___4___

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) ___5___

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? ___5___
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? ___5___
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

---

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) ___5___

11. How well did the instructor address questions and arguments offered by students? 5

(1 = not well, 5 = very well)   _____

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   N/A
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

-MALTE IS TRULY ONE OF THE BEST PROFESSORS ON
CAMPUS. HE GAVE CLEAR, STIMULATING, ENERGETIC EXPLANATIONS
OF SOME VERY EXCITING MATERIAL.
-KRATZER AND LEWIS WERE EXCITING.

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

THE BENNETT WASN'T VERY HELPFUL, AND AN OVERVIEW
ARTICLE MIGHT HAVE BEEN HELPFUL THE FIRST WEEK.

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year __Fall 2011__ Instructor __Malte Willer__

Course Number and Title: __Elementary Logic   30,000__

Your Department and Year (specify grad/undergrad): __philosophy grad__

Is this course in one of your fields of concentration? __yes__ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)? __4__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __4__

5. How successful was this format? (1 = not at all, 5 = very) __4__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __4__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   4

12. How available/accessible was the instructor outside of class? (1 = not at all,   4
5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   5
returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   4
5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

clear lectures, straightforward syllabus + expectations

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Very quick must thru the material — almost no review during the quarter. Instructor sometimes a little too sarcastic w/ students questions. Very tough grader, very tough homework. Bc there was little review in class, we went from learning the material to working on challenging problems, w/ nothing in between.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

maybe a few graded homeworks where the grade is not counted — so that we get feedback + practice w/o penalty.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year ___FALL 2011___ Instructor ___MALTE WILLER___

Course Number and Title: ___PHIL 30000___

Your Department and Year (specify grad/undergrad): ___LAW 2012___

Is this course in one of your fields of concentration? ___NO___ (If not, why did you take it?)
___INTERESTED IN THE SUBJECT, HADN'T TAKEN A SIMILAR COURSE___

I. Please describe the syllabus and requirements for the course:

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) ___5___

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) ___5___

3. How demanding were the reading requirements (quality and quantity)? ___2___
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) ___2___

5. How successful was this format? (1 = not at all, 5 = very) ___5___

6. How much material was covered? (1 = narrow focus, 5 = broad range) ___5___

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) ___5___

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? ___5___
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? ___5___
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) ___5___

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   5

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   5
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The readings were helpful for supplementing the lectures. In particular the consistency between the book and the lectures was helpful. I thought the homework problems were very helpful and gave me a good understanding of the material.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

The only change I would have liked would have been to have access to the slides prior to the lecture.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _SPRING 2011_ Instructor _MALTE WILLER_

Course Number and Title: _PHIL 39420 - NON CLASSICAL LOGIC_

Your Department and Year (specify grad/undergrad): _PHILOSOPHY GRAD_

Is this course in one of your fields of concentration? _NO_ (If not, why did you take it?)

AREA OF INTEREST

I. Please describe the syllabus and requirements for the course:

THE SYLLABUS COVERED A RANGE OF NON-CLASSICAL LOGIC, AS PROMISED. IT WAS AN EXCELLENT SURVEY OF DIFFICULT MATERIAL COVERED IN ENOUGH DEPTH TO REALLY LEARN IT. IT WAS PERFECT. THE REQUIREMENTS (TAKE HOME EXAMS) WERE DIFFICULT (CLEARLY BY DESIGN) AND WERE VERY WELL THOUGHT-OUT.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and -organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)? _DEMANDING, BUT, WITH EFFORT, EXTREMELY REWARDING_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __4__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) _A BROAD RANGE OF NON-CLASSICAL LOGIC_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _I AM NOT A SPECIALIST, SO I AM NOT SURE, BUT IT FELT DEEP TO ME_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   _5_

12. How available/accessible was the instructor outside of class? (1 = not at all,   _5_
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   _NA_
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   _5+_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

THIS WAS AN OUTSTANDING COURSE! CERTAINLY DIFFICULT AND REQUIRING
A LOT OF TIME, BUT VERY REWARDING. PROF. WILLER CLEARLY INTENDED
THAT THE MATERIAL COVERED WOULD BE THOROUGHLY ABSORBED, AND EACH
ASPECT OF THE CLASS (SYLLABUS, LECTURES, HOMEWORK) WAS WELL CONCEIVED
TOWARD THIS END. I WAS VERY IMPRESSED!

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

HARDLY ANYTHING!   I WOULD HAVE PERHAPS SPENT A LITTLE EXTRA TIME
IN THE FIRST LECTURE ROAD-MAPPING THE COURSE - i.e. 'WE ARE GOING
TO LOOK AT X NUMBER OF LOGICS. THEY EXIST B/C THEY RESPOND TO
Y CONCERNS. WE BUILD EACH ONE IN A SIMILAR WAY. THIS IS ROUGHLY
HOW... WE ARE GOING TO FREQUENTLY USE S/T CALLED THE 'INDUCTIVE
METHOD'. DON'T PANIC. IT LOOKS LIKE THIS... IT CAN SHOW THIS... IT
DOESN'T SHOW THIS... WE WANT OUR LOGICS TO BE 'SOUND' AND 'COMPLETE'.
IN SIMPLE TERMS, THIS MEANS... THERE WILL BE PLENTY OF FORMAL WORK -
DON'T PANIC. IT IS REALLY ONLY A FORM OF GOOD BOOK-KEEPING. IT MIGHT
LOOK UNINTELLIGIBLE NOW, BUT YOU WILL SOON BE FLUENT.'

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year __Spring 2011__ Instructor __Matte Willer__

Course Number and Title: __Philosophy 39420__

Your Department and Year (specify grad/undergrad): __MAPH__

Is this course in one of your fields of concentration? __Yes__ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

The course covers nonclassical logics:
Model Logic, Free logic, Many-valued etc.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __4__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality and quantity)? __2__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __2__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __4__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __2__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4 5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

   the short coming of all survey classes is one never gets the deep one would want

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   5

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   4
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The material was ~~~~~~~ fascinating. Though there wasn't readily perse, the slides were invaluable and I will have them for a long time.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

I can't say much here, I found it to be a very good class, however, if pressed I would say I didn't like the lack of syntactic examples in favor of semantic arguments about good systems.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

The "readys" were a good balance between a survey and detail about any given subject.

I would have like to spend more time on the syntactics of some of the later logics, although the semantics problems we covered were interesting.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Spring 2011_   Instructor _Malte Willer_

Course Number and Title: _39420_ ~~XXXX~~ _Intermediate Logic – Non Classical Logic_

Your Department and Year (specify (grad)/undergrad): _MATH_

Is this course in one of your fields of concentration? ___✓___ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:
Study various non-classical logics. Grades are based on 4 take-home ~~XX~~ problem sets.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and -organized was the syllabus? (1 = terribly, 5 = very well)   _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome)   _5_

3. How demanding were the reading requirements (quality and quantity)?   _4_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very)   _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range)   _3_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth)   _3_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)?   _5_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course?   _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very)   _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   5

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   5
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I thought the course was well designed in that there
was very little opportunity to get a good grade
without learning a lot. ▓▓▓▓▓ The homeworks, though
difficult, were enjoyable for the challenge and the ultimate
satisfaction of figuring out something that wasn't just provided.
I think that I gained a lot from this course.

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

I thought I might have benefitted from more material giving
guidance on reading and writing in formal notation. I have
almost no background in this and spent a good amount of time
thinking about how to correctly read and write formally.
However Malte was very available via email and office time,
and ultimately the struggle is probably part of the learning
process.

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

Malte sometimes used real-world illustrations to aid
the intuitive understanding (e.g., talking about neighborhoods to
illustrate standard worlds). My way of learning is to
build a solid intuitive understanding, and then work out
the formal side. These illustrations were very helpful.
More would be good, especially for important concepts like
the inductive proof method.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Winter 2011_ Instructor _Malte Willer_

Course Number and Title: _Meaning Without Truth_

Your Department and Year (specify grad/undergrad): _Grad, 4, philosophy_

Is this course in one of your fields of concentration? _yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

Weekly readings; different topic each week; broken into two units: the Fregean picture, and the dynamic turn; term paper due at the end

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality and quantity)? _4_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very) _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _5_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   _5_

12. How available/accessible was the instructor outside of class? (1 = not at all,   _5_
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   _N/A_
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   _5_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The instructor went into a lot of depth on each topic — particularly exciting was the fact that each lecture had time set aside during which the instructor intervened in the debates he was covering, presenting some of his own (as of yet) unpublished work. (I'm thinking of our discussion of 'live possibilities') It was evident that a lot of time and thought had been put into preparing each class

2. What did you like least about this course? In particular, were there readings which didn't
   work? Why not?

From time to time our discussions got sidetracked. The digressions were always interesting, but sometimes the result was that we fell a bit behind. It's worth saying, however, that this wasn't a big problem — it's much more of a problem in other graduate seminars.

3. What would you like to have changed in this course? In particular, are there any readings
   you think should be changed? Added? Why?

I think it would be worthwhile to think about running through more specific examples to illustrate the differences between the theories being discussed. Or some other way of giving the students more opportunity to work with these theories in a hands-on way. As stated above, however, this was a very stimulating course.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year __W 2011__ Instructor __Malte Willer__

Course Number and Title: __Meaning w/o Truth S2020__

Your Department and Year (specify grad/undergrad): __Philosophy Grad 2nd year__

Is this course in one of your fields of concentration? __No__ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

Very focused on specific texts; the progression through them makes a lot of sence

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __4.5__

3. How demanding were the reading requirements (quality and quantity)? __4__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __2__

5. How successful was this format? (1 = not at all, 5 = very) __4__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __3 4__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __4__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?
   It was a bit too advanced at times

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   _4_

12. How available/accessible was the instructor outside of class? (1 = not at all,   _5_
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   _2_
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   _5_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Discussion in class helped make the readings much
clearer - This was particularly needed in the last
third of the course, as the readings got more and more
technically complex.

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Winter 2011_ Instructor _Matte Willer_

Course Number and Title: _52020 Meaning without Truth_

Your Department and Year (specify grad/undergrad): _Phil Grad 5th yr._

Is this course in one of your fields of concentration? _sort of_ (If not, why did you take it?)
related to topics of interest to me

I. Please describe the syllabus and requirements for the course:
Readings largely in (contemporary) formal semantics - one paper req'd. Reading load was not large, tho the subject means readings can be time-consuming.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality and quantity)? _1_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very) _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _2_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _4_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _4_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _4_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   5

12. How available/accessible was the instructor outside of class? (1 = not at all,   N/A
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   N/A
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   4
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The readings in modality as a answer to shortcomings in [Fregean] T-conditional semantics

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

Nothing didn't work, but more could have been made of the necessity of the turn to dynamic theories, of their potential shortcomings, and of the issues related to compositional vs. non-compositional approaches

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

Wish we could've gotten to Emotivism

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Quarter and Year _Winter 2011_ Instructor _Malte Willer_

Course Number and Title: _Meaning Without Truth   PHIL 52020_

Your Department and Year (specify grad/undergrad): _MAPH_

Is this course in one of your fields of concentration? _yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

One or two articles per week divided into three units

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality and quantity)?
   (1 = understanding, 5 = absurdly difficult) _4_

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very) _4_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _3_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _4_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)

_4_

_5_

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

_1_

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

_5_

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The handouts were particularly helpful for understanding the material.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

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Quarter and Year _Winter 2011_   Instructor _Malte Willer_

Course Number and Title: _S 2020   Meaning w/o Truth_

Your Department and Year (specify grad/undergrad): _MAPH_

Is this course in one of your fields of concentration? _Yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

1-2 very dense readings per week (40 - 20 pgs)
1 Term paper

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _4_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _4_

3. How demanding were the reading requirements (quality and quantity)? _4_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _3_

5. How successful was this format? (1 = not at all, 5 = very) _4_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _3_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _3_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _4_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _4_

11. How well did the instructor address questions and arguments offered by students? _5_

(1 = not well, 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all,   _5_
    5 = very)

                                          _5_

13. How helpful were the instructor's comments on written work? (1 = no work   _1_
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   _5_
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

It provides an overview of modern semantic theory which was useful for my thesis. Stalnaker's "Assertion" was especially useful.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

There was less emphasis on pragmatics than I would have liked. Texts that were closer to computer science approaches to semantics (re Veltman) were not useful.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

More sociological approaches might be considered (re, Putnam, Kripke)

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Winter 2011_   Instructor _Matte Willer_

Course Number and Title: _52020 Meaning Without Truth_

Your Department and Year (specify grad/undergrad): _Grad, MAPH_

Is this course in one of your fields of concentration? _Yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

Tracing theories of meaning starting with truth-conditional approaches stemming from Frege, through to contemporary non-truth-conditional theories.
Requirements: grade is based on a 20 page paper.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality and quantity)? 5 – but the difficulty stemmed largely from my lack of background
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __4__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __2__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __5__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)

5

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

5

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

_____

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

5

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I loved the foundational stuff in Frege. I hadn't read Frege before, I find him clear and insightful, and its germane to a topic of interest for me.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The super technical stuff. Hard for me to work through.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

For me, less technical stuff would be good. But that's me.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year __WINTER '11__ Instructor __MALTE WILLER__

Course Number and Title: __MEANING WITHOUT TRUTH__

Your Department and Year (specify grad/undergrad): __GRAD. STUDENT AT LARGE__

Is this course in one of your fields of concentration? __N/A__ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:
WORKING THROUGH THE MAJOR THEORIES + PROBLEMS ASSOCIATED W/ TRUTH CONDITIONAL ACCOUNTS OF MEANING.
AVU. 50 PAGES OF READING/WEEK
15 PG. TERM PAPER

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality and quantity)? __4__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __2__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __3__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __4__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)   5

12. How available/accessible was the instructor outside of class? (1 = not at all,   5
    5 = very)

13. How helpful were the instructor's comments on written work? (1 = no work   N|A
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

THE LOGICAL PROGRESSION OF READINGS/CONCEPTS
COVERED MADE DIFFICULT MATERIAL MORE ACCESSIBLE

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

NOPE - SOLID SELECTION

PHILOSOPHY GRADUATE COURSE EVALUATION

Each quarter we ask students in graduate-level philosophy courses to evaluate the quality of the course's content and instruction. The completed forms are filed in the cabinet in the Anscombe Library and Lounge, Stuart 216, for students to read. Even if you are not in the Philosophy Department, please fill out and return this (double-sided) form.

Quarter and Year _____Winter 2011_____ Instructor Dr. Malte Willer

Course Number and Title: _____Meaning Without Truth: 52020_____

Your Department and Year (specify grad/undergrad): _____Grad 2012 (Divinity)_____

Is this course in one of your fields of concentration? ___Yes___ (If not, why did you take it?)

_____Linguistics/philosophy of language is important for my dissertation (academic goal)_____

I. Please describe the syllabus and requirements for the course:

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and --organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __5__

3. How demanding were the reading requirements (quality and quantity)? __4__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __5__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __5__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __3__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students? __5__

(1 = not well, 5 = very well)

12. How available/accessible was the instructor outside of class? (1 = not at all,   5 = very)   5

13. How helpful were the instructor's comments on written work? (1 = no work   1
    returned, 5 = very helpful)

14. Would you take another course offered by this instructor? (1 = never,   5
    5 = absolutely)

III. Please answer the following questions in a few sentences. Well-chosen details are
particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

I am just a greenhorn when it comes to philosophy, but I appreciated the philosophical sculpting that went on.

2. What did you like least about this course? In particular, were there readings which didn't
work? Why not?

I only audited the course.

3. What would you like to have changed in this course? In particular, are there any readings
you think should be changed? Added? Why?

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year __Winter 2011__ Instructor __Malte Willer__

Course Number and Title: __PHIL 52020 Meaning without Truth__

Your Department and Year (specify grad/undergrad): __Linguistics grad, 4th year__

Is this course in one of your fields of concentration? __Yes__ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

— readings on dynamic semantics

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) __5__

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) __4__

3. How demanding were the reading requirements (quality and quantity)? __3__
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) __3__

5. How successful was this format? (1 = not at all, 5 = very) __5__

6. How much material was covered? (1 = narrow focus, 5 = broad range) __3__

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) __4__

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? __5__
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? __5__
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) __5__

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)

5

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

N/A

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

N/A

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

5

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The discussion. The readings were all interesting.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

Could've used some more students participating.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Nope, the course was great.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Autumn 2010_ Instructor _Malte Willer_

Course Number and Title: _PHIL 30010, Intro. to Phil of Language_

Your Department and Year (specify grad/undergrad): _Philosophy / grad_

Is this course in one of your fields of concentration? _Yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

Very well done. Everything very clear as to expectations.

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well)   _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome)   _5_

3. How demanding were the reading requirements (quality and quantity)?   _4_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion)   _2_

5. How successful was this format? (1 = not at all, 5 = very)   _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range)   _3_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth)   _4_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)?   _5_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course?   _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very)   _5_

11. How well did the instructor address questions and arguments offered by students?   _Extraordinarily well_

(1 = not well, 5 = very well)

5

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

5

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

5

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

5

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

Outstanding lectures associated with appropriate reading. Malte is great articulate, highly intelligent and educated. An exceptional prof.

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

No. Very well done course. Malte is excellent.

PHILOSOPHY GRADUATE COURSE EVALUATION

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Quarter and Year _Autumn 2010_ Instructor _Malte Willer_

Course Number and Title: _PHIL 38010 – Intro to Philosophy of Language_

Your Department and Year (specify grad/undergrad): _Masters Program in the Humanities_

Is this course in one of your fields of concentration? _Yes_ (If not, why did you take it?)

I. Please describe the syllabus and requirements for the course:

The syllabus had a course description, a list of books and other materials needed/recommended, grades policies, and a schedule. There were two smaller papers and one term paper (or final exam)

II. Please answer the following questions on a scale of 1 to 5:

1. How well-conceived and –organized was the syllabus? (1 = terribly, 5 = very well) _5_

2. Did the instructor adhere to the syllabus? (1 = not at all, 5 = like a metronome) _5_

3. How demanding were the reading requirements (quality and quantity)? _4_
   (1 = understanding, 5 = absurdly difficult)

4. Was the class mostly lecture or mostly discussion (1 = all lecture, 5 = all discussion) _1_

5. How successful was this format? (1 = not at all, 5 = very) _5_

6. How much material was covered? (1 = narrow focus, 5 = broad range) _4_

7. How deeply was it covered? (1 = superficial survey, 5 = specialist's depth) _5_

8. Did the range and depth match your expectations (from catalog, syllabus, rec.)? _5_
   (1 = not at all, 5 = perfect match)

9. Did the range and depth match what you needed from this (kind of) course? _5_
   (1 = not at all, 5 = perfect match) If imperfect, in what way?

10. How well-organized and clear was the instructor? (1 = not very, 5 = very) _5_

11. How well did the instructor address questions and arguments offered by students?

(1 = not well, 5 = very well)

<u>4</u>

12. How available/accessible was the instructor outside of class? (1 = not at all, 5 = very)

<u>5! (or 6)</u>

13. How helpful were the instructor's comments on written work? (1 = no work returned, 5 = very helpful)

<u>5</u>

14. Would you take another course offered by this instructor? (1 = never, 5 = absolutely)

<u>5</u>

III. Please answer the following questions in a few sentences. Well-chosen details are particularly useful.

1. What did you like best about this course? In particular, what readings worked best? Why?

The professor did a great job in explaining very dense and difficult texts and giving us, in addition to an account of the major arguments, objections and criticisms of them. Also, the progression of the class was very well organized. The Frege and Russell readings worked best (I think because they spoke to eachother so well).

2. What did you like least about this course? In particular, were there readings which didn't work? Why not?

The Quine. We had only a chance to read Ch. 2 from Word and Object but the arguments put forth required a much broader acquaintance with his arguments in other articles and books.

3. What would you like to have changed in this course? In particular, are there any readings you think should be changed? Added? Why?

Perhaps less Davidson and more Quine, for the reason stated in my answer to question #2.