

AMERICAN EMPIRE IN THE PACIFIC (2018-2019 Winter)

Term: **2018-2019 Winter**

Subject: **INTNLREL**

Catalog & Section: **175 1**

Course Title: **AMERICAN EMPIRE IN THE PACIFIC**

Instructor: **Ferguson, Caroline**

Enrollment: **10**

Responses Incl Declines: **8**

Declines: **0**

Learning Goals

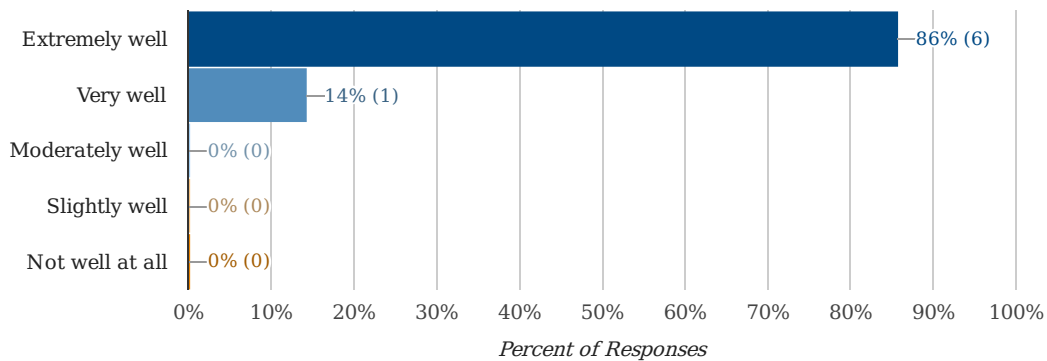
We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE \(https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3\)](https://stanforduniversity.qualtrics.com/jfe/form/SV_9WxxjNycVY9uOj3) to answer one question.

Students are most likely to say their learning goals have been met when

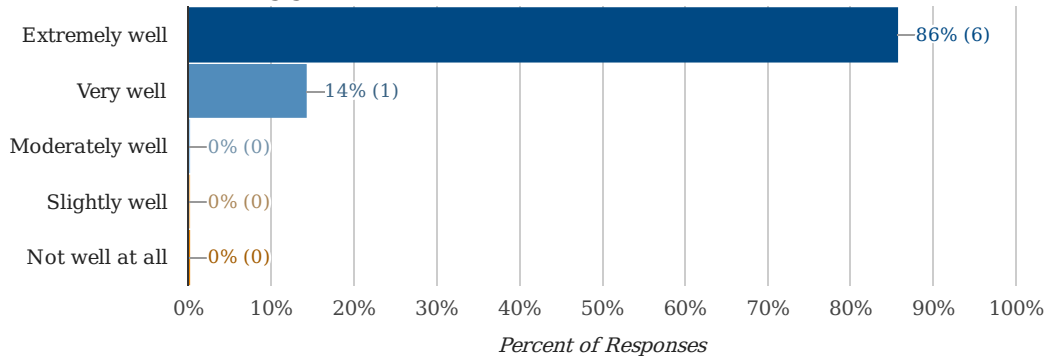
- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see Writing Learning Goals (<https://evals.stanford.edu/end-term-feedback/how-write-learning-goals>).

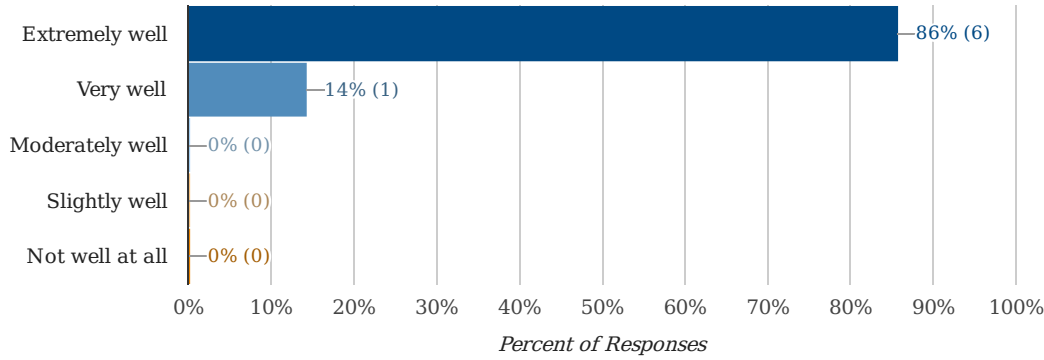
Comprehension of historic and current American occupation in the Pacific How well did you achieve this learning goal in this course?



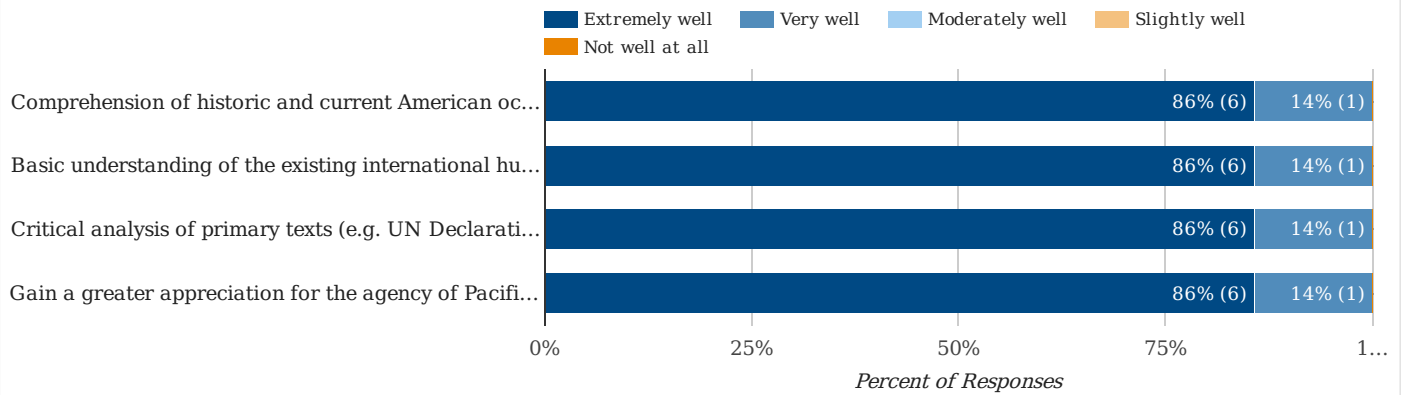
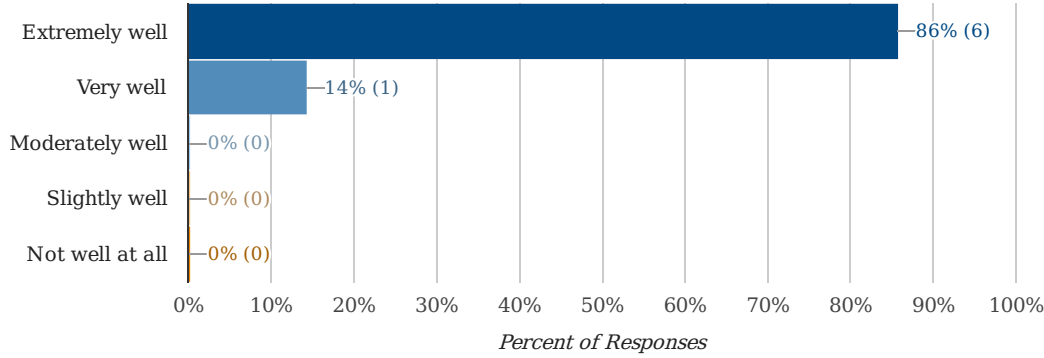
Basic understanding of the existing international human rights framework in the context of decolonization How well did you achieve this learning goal in this course?



Critical analysis of primary texts (e.g. UN Declaration of Human Rights, Guano Islands Act, Solomon Report) How well did you achieve this learning goal in this course?



Gain a greater appreciation for the agency of Pacific islanders throughout the history of empire How well did you achieve this learning goal in this course?

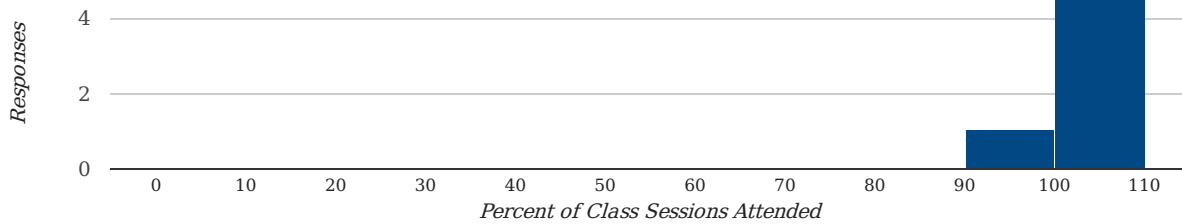


Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Comprehension of historic and current American occupation in the Pacific How well did you achieve this learning goal in this course?	7	70%	4.9	5	0.4	86%	14%	0%	0%	0%
Basic understanding of the existing international human rights framework in the context of decolonization How well did you achieve this learning goal in this course?	7	70%	4.9	5	0.4	86%	14%	0%	0%	0%
Critical analysis of primary texts (e.g. UN Declaration of Human Rights, Guano Islands Act, Solomon Report) How well did you achieve this learning goal in this course?	7	70%	4.9	5	0.4	86%	14%	0%	0%	0%
Gain a greater appreciation for the agency of Pacific islanders throughout the history of empire How well did you achieve this learning goal in this course?	7	70%	4.9	5	0.4	86%	14%	0%	0%	0%

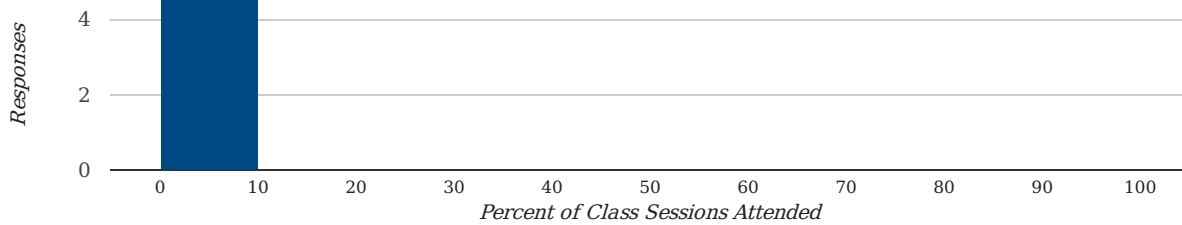
Note: 5:Extremely well; 4:Very well; 3:Moderately well; 2:Slightly well; 1:Not well at all;

Attendance and Engagement

About what percent of the class meetings (including discussions) did you attend in person?



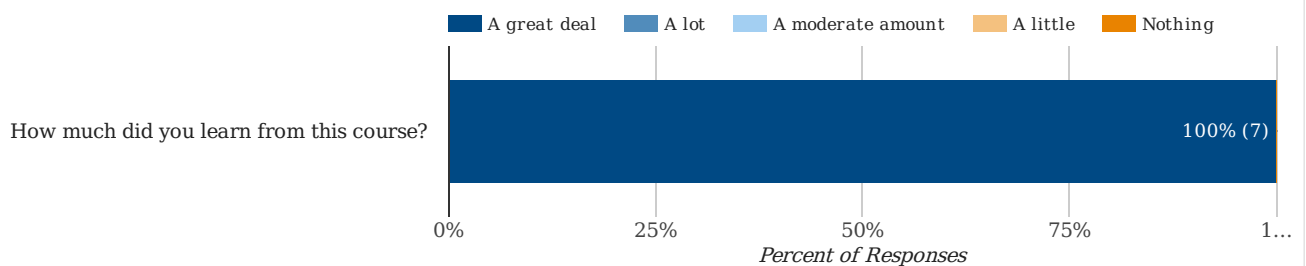
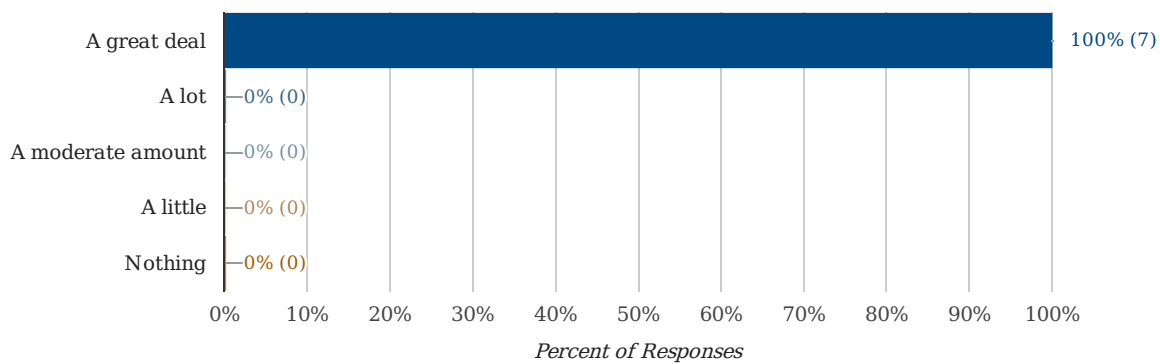
About what percent of the class meetings did you attend online?



Student Learning

For information on factors that contribute to students' learning, please see *Interpreting Your Course Evaluation Report* (<https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation-feedback/stanfords-new-course-evaluations>).

How much did you learn from this course?



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How much did you learn from this course?	7	70%	5.0	5	0.0	100%	0%	0%	0%	0%
Note: 5:A great deal; 4:A lot; 3:A moderate amount; 2:A little; 1:Nothing;										

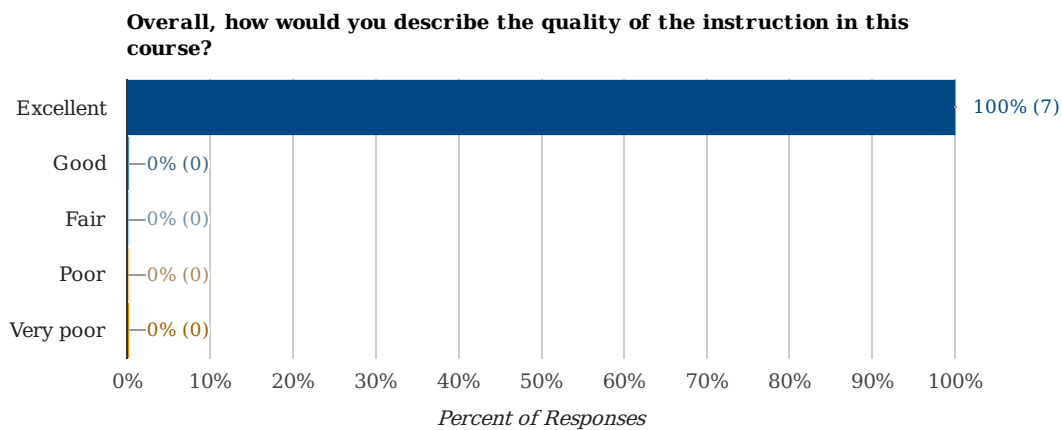
(5 comments)

Q: What skills or knowledge did you learn or improve?

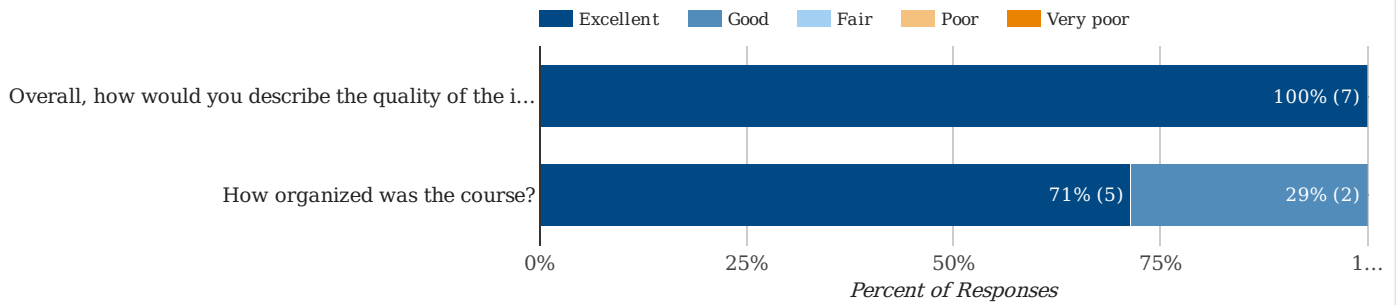
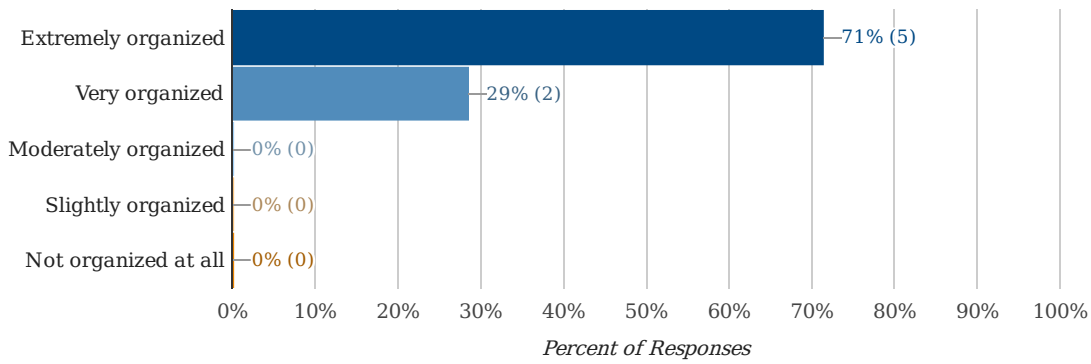
- 1 Analysis of US policies in the Pacific using extensive evidence from the readings; an appreciation for varying indigenous forms of knowledge and resistance.
- 2 How to critically engage with texts. How to voice and engage in discussions. How to dissect narratives.
- 3 Writing skills, debate skills, critical thinking
- 4 Reasoning about the world
How history is told
- 5 didn't know much about this topic! learned a ton of history I should already know..

Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies>).



How organized was the course?

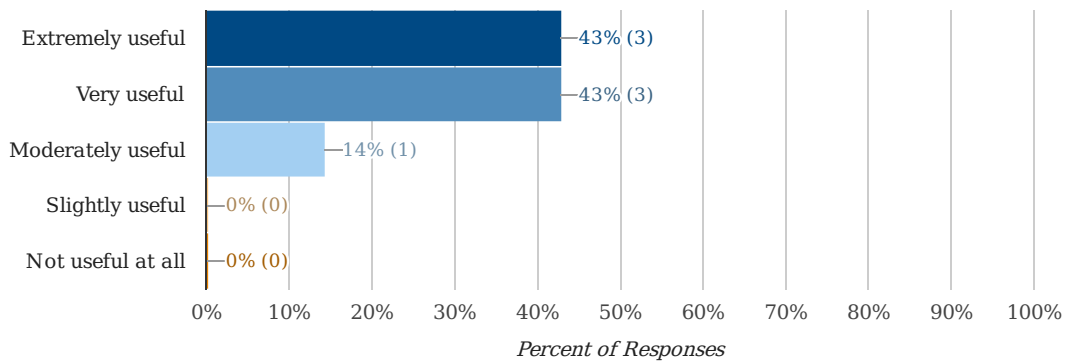


Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Overall, how would you describe the quality of the instruction in this course?	7	70%	5.0	5	0.0	100%	0%	0%	0%	0%
How organized was the course?	7	70%	4.7	5	0.5	71%	29%	0%	0%	0%

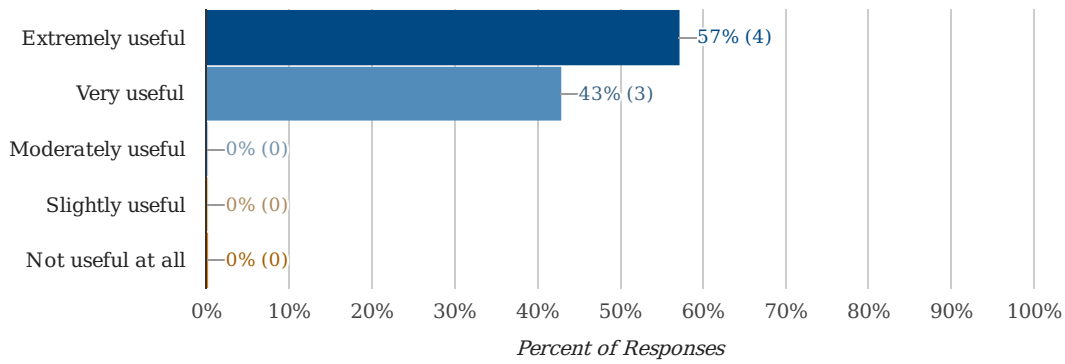
Note: 5:Excellent; 4:Good; 3:Fair; 2:Poor; 1:Very poor;

Course Elements

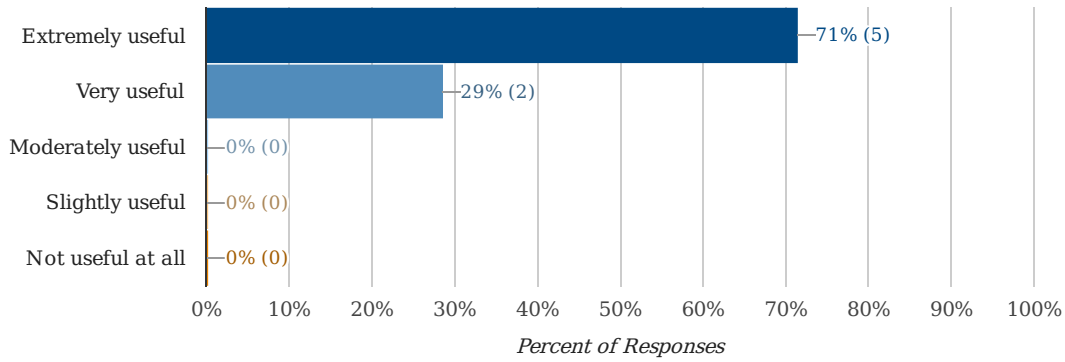
How useful to you were the in-class discussions?



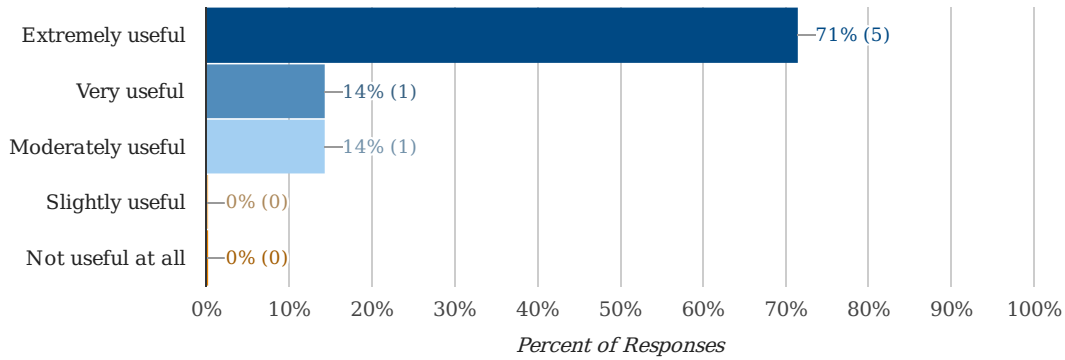
How useful to you were the lectures?



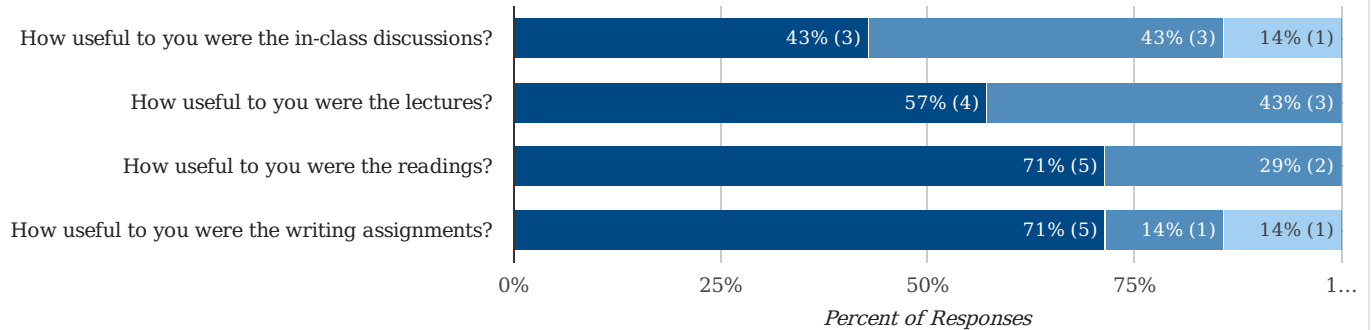
How useful to you were the readings?



How useful to you were the writing assignments?



■ Extremely useful
 ■ Very useful
 ■ Moderately useful
 ■ Slightly useful
 ■ Not useful at all



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How useful to you were the in-class discussions?	7	70%	4.3	4	0.7	43%	43%	14%	0%	0%

How useful to you were the lectures?	7	70%	4.6	5	0.5	57%	43%	0%	0%	0%
How useful to you were the readings?	7	70%	4.7	5	0.5	71%	29%	0%	0%	0%
How useful to you were the writing assignments?	7	70%	4.6	5	0.7	71%	14%	14%	0%	0%

Note: 5:Extremely useful; 4:Very useful; 3:Moderately useful; 2:Slightly useful; 1:Not useful at all;

Additional Student Comments

Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under "Questions or concerns?" at <http://evals.stanford.edu/results/respond-feedback> (<http://evals.stanford.edu/results/respond-feedback>) and write to [VPTLevaluations@stanford.edu](mailto:vptevaluations@stanford.edu) (<mailto:vptevaluations@stanford.edu>).

(6 comments)

Q: What would you like to say about this course to a student who is considering taking it in the future?

- 1 This is the most relevant course in acknowledging the damage of US policies in the Pacific, laying the foundation for further obligation to Pacific nations to address climate change and the military industrial complex.
- 2 If you're a pacific student--definitely take this course. It will teach you things about home. If you're curious about the Pacific, take this course and be blown away by the breadth and beauty of oceania and america's secret imperial project.
- 3 Please take this course! It is incredibly interesting, well taught, and absolutely necessary in characterizing/evaluating American politics and history as well as Pacific sovereignty.
- 4 Super nice instructors, I learned a lot about the Pacific Islands
- 5 You missed out no longer offered
- 6 TAKE THIS COURSE!!! there is so much to learn!!! encourage your friends to take it!!! everyone should know more about this!!

(5 comments)

Q: Would you like to provide any other comments about this course?

- 1 I thoroughly enjoyed this course, the selection of reading materials, and the constant emphasis of centering indigenous voices. It brings to light the importance of furthering Pacific Studies in higher education, given the urgency of climate change and the histories of detrimental foreign policies in the Pacific. I feel so grateful to have had the opportunity to be a part of this amazing first cohort of students to take this course.
- 2 AMAZING COURSE. CAN'T LOVE IT ENOUGH
- 3 Mahalo nui!!
- 4 Learned so much very stoked I took the class
- 5 thank you Caroline and Autumn!!

Instructor Added Questions

Close-Ended Questions

No Data.

Open-Ended Questions (7 comments)

Q: What was the most valuable element of the class for you?

- 1 The readings were the most valuable of this course because they laid the foundation of existing scholarship and allowed for us to extend that discussion rather than repeating the same talking points.
- 2 The most valuable element of this class was finally having a space in my 3-year Stanford education that centers the Pacific. The lack of any Pacific Studies classes at Stanford inhibited my initial passions coming to college. This class was one of the most profound classes in my education. I'm taking from this class a new career trajectory that opens the potential to do graduate work in the field of Pacific Studies. Caroline and Autumn treated the course area of empire in the Pacific in a phenomenal fashion. As a Pacific islander student, they opened my eyes to topics I hadn't been exposed to about my home. I really appreciated their expertise and shared work experience in the Pacific. It was inspiring and nourishing, to say the least.
- 3 Very eye-opening discussion of the widespread impacts of American imperialism in the Pacific
- 4 Being able to have both an information and discussion part is the correct way to teach about a topic like this and I found it indispensable.
- 5 Lectures and readings
- 6 Discussions
- 7 the people! the tangents! the guest speakers!

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: [VPTL Consultation Request Form \(https://vptl.stanford.edu/getting-started-vptl\)](https://vptl.stanford.edu/getting-started-vptl)