

# College Course Evaluations

## CMLT 26660: The Rise of the Global New Right

### Section 1 - Winter 2019

**Instructor(s):** Feldman, Leah M.; Peruccio, Kara

**Identical Courses:** CMLT 36660, ENGL 26660, ENGL 36660, REES 26660, REES 36660, SIGN 26050, CRES 26660, CRES 36660

**Number Enrolled:** 25

**Number of Responses:** 19

### The Course

**What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.**

- I gained a deeper understanding of the far right's ideas in both historical and contemporary contexts.
- It helped me understand how the far Right is either organized or disorganized, and that several people I may have dismissed as crazy are actually drawing from an intellectual history
- This class was a great comparative study of Fascism and similar political movements. It provided many different viewpoints and sources of discussion to analyze, both in class as well as on our own.
- This course provided me with a fairly broad understanding of the intellectual tradition that the far right is drawing on.
- Deep introduction to the history of ideas behind the rise of the contemporary new right.
- I learned the core components of several different far-right intellectual traditions. I hope to incorporate these understandings into my thesis research.
- The theoretical underpinnings of the last century's far-right movements. How these movements think about themselves.
- Historical and contemporary iterations of fascism
- I gained a detailed knowledge of the New Right, and ultimately learned way more than I perhaps really wanted to about their culture and ideology.
- I learned a lot about the historical legitimacy of the alt-right, where they came from, etc.
- I learned the philosophical, literary, artistic, political foundation of right-wing reason. I think such knowledge/ understanding is essential if one wants to have a productive discourse about or with the right.
- I feel like after taking this course I have a wide and varied set of tools by which I can analyze far right media, politics, and aesthetics. I also feel like I have a historical and philosophical context through which I can better understand and critique right wing media, as well as participate in discourse regarding the nature of fascism.
- I learned about the previous and current political environment surrounding fascism, where it comes from and what it constitutes. Also learned methods of ideology propagation and theory used by most rightist radical groups to defend their stands.
- I learned to critically evaluate and understand the theories and writings of New Right movements.
- I think this course gave a good overview of the variety of thoughts on the right, but that being said it wasn't well organized or focused, and felt like we were wandering a lot without any focused learning. Note that this course covers alot of very disturbing things, and you may end up on disturbing websites looking for research materil or discussion posts, so be aware when signing up.

**Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.**

- Lectures and discussion were great. I thought the blog posts were especially valuable, as they allowed us to connect course readings to contemporary issues.
- There was probably too many readings to really have time to discuss them all and really engage with them
- The seminar lectures were useful for discussing the texts, but the assignments themselves really encouraged a deep dive into the texts, which was useful.
- the course was mainly reading, discussion, and two papers. one element of the course that i really liked were the 4 posts we had to do, sharing an article/video/meme/etc we had found on the internet that related to the topics we were discussing. these posts really helped put in perspective how the ideas we were reading about are very alive in the far right today.
- An impressively robust conversation for such a large class
- The discussions helped me learn how constructions of self/other and literary depictions work together to reimagine realities.
- Leah's lectures were hugely generative, and I actually wish there'd been more of them. We read a ton of interesting texts and I think our (already fruitful) conversations would have benefitted from more historical context. (The discussion of Hungary is one example of something that worked really well.) The posts were a great way to metabolize what we'd learned. If the syllabus were to be revised, I'd suggest more history â?? both political and intellectual â?? and less fiction, but I'm speaking as a historicist.
- Readings were the most useful
- The posts system was highly useful and provided for interesting, group-driven class discussion.
- All the readings were super interesting and the posts were fun to find and read.
- The assignments were really interestingly varied (fiction, memes, political theory, analysis, etc.).
- The lectures, discussions, posts, and assignments were all instrumental in the engagement with the material and in making connections between not only the texts but to history and current events.
- The lectures were absolutely necessary to get the gist of the course. Professor Feldman does a great job of combining lecture time and discussion time in her classes: we are able to understand the theory better and then explore untraditional aspects or deeper questions with the discussion.

- Class was almost entirely discussion seminar of readings assigned. Each class genuinely helped me understand the readings and theories more, whether I was learning from the Professor, TA, or fellow students.
- Class discussion was hard, having so many grad students with theses on the topic made it uncomfortable to speak up, and the questions asked during discussion were often unclear. Lecture moments related to reading, still was unclear on how this worked in the overall course.

|  | N/A | Strongly Disagree | Disagree | Neutral | Agree      | Strongly Agree |
|--|-----|-------------------|----------|---------|------------|----------------|
| This course challenged me intellectually.  | 0%  | 0%                | 0%       | 5%      | 21%        | <b>68%</b>     |
| I understood the purpose of this course and what I was expected to gain from it. | 0%  | 0%                | 5%       | 11%     | 21%        | <b>58%</b>     |
| I understood the standards for success on assignments.                           | 0%  | 5%                | 5%       | 16%     | <b>37%</b> | 26%            |
| Class time enhanced my ability to succeed in graded assignments.                 | 0%  | 0%                | 11%      | 5%      | 32%        | <b>42%</b>     |
| I received feedback on my performance that helped me improve subsequent work.    | 0%  | 0%                | 5%       | 21%     | 21%        | <b>42%</b>     |
| My work was evaluated fairly.  | 0%  | 0%                | 0%       | 11%     | 32%        | <b>47%</b>     |
| I felt respected in this class.  | 0%  | 0%                | 5%       | 0%      | 37%        | <b>47%</b>     |
| Overall, this was an excellent course.   | 0%  | 0%                | 5%       | 5%      | 32%        | <b>47%</b>     |

**Additional Comments about this course:**

- I did enjoy the chance to learn from undergrads, who approached the course content from a host of methodological angles, but I wonder if the class would benefit from a smaller size.
- I loved this class and the content but the graded assignments were unnecessarily vague.
- This was an excellent and important course. The variety and nature of the syllabus was great at creating a wholesome and diverse picture of the far right and its foundations and iterations.
- Even with no previous experience dealing with a lot of the texts covered, I was able to grasp the material and excel in this class.
- I thoroughly enjoyed this course, its readings, and the students and teachers involved in discussion with me.

**I would recommend this course to:**

**highly motivated and well-prepared students**

|     |          |
|-----|----------|
| Yes | 18 / 95% |
| No  | 0 / 0%   |

**anyone interested in the topic**

|     |          |
|-----|----------|
| Yes | 16 / 84% |
| No  | 2 / 11%  |

**The Instructor**

**Thinking about your time in class, what aspect of the instructor's teaching contributed most to your learning?**

- Professor Feldman was great. She was good at facilitating discussion and gave helpful context for the readings.
- She helped us flag things in the reading and discuss them
- Professor Feldman is well-versed in the material and is very good at providing discussion points and challenging student points.
- professor feldman was great at leading thought provoking discussion and providing background material on the things we read.

- Professor Feldman was helpful in office hours and very engaged in the class conversation.
- Prof. Feldman was able to ask questions that I perhaps did not have an answer to initially, but upon reflection these questions were essential to my own intellectual growth in this class.
- Lectures they oriented the subsequent conversation. The conversations themselves sometimes hewed too close to the text at hand, precluding a better sense of context. But it was nice to work through them.
- Leah is very passionate
- Feldman is clearly very knowledgeable about the topic and I liked her personal anecdotes. I also appreciated how passionate she was about everything we read.
- Prof. Feldman knew the texts well and was able to clarify and guide discussion on difficult sections of the material with ease. Furthermore, she was able to provide historical background on a lot of the issues we dealt with, which was also helpful.
- Leah Feldman was insightful, intelligent, and encouraged a lively and complex discussion while also being respectful, mindful, and diplomatic. She is an excellent lecturer and always encouraged us to draw connections and comparisons between texts, history, and disciplines. Overall she was excellent and I would recommend her classes to anybody interested in a nuanced, interdisciplinary, and academically stimulating experience.
- Everything. Her lecture time is indispensable, from the explanation of the theory to the brief historical contextualization she gives and the notes on the board. She also keeps the discussion centered and productive.
- Leah is personally involved in some of the research which is always very helpful, and took a legitimately critical approach to the New Right. Her emphasis on theory and the way New Right authors think about issues was really helpful in understanding the way their arguments and rhetoric works.
- Professor Feldman was not a very focused lecturer or discussion leader. I felt like we spent a lot of time on the literary aspect of the readings, when I think a lot of people were more interested in ideology or politics. Don't do this class if you're looking for a politics of the right, or a study of the rise of current movements. I didn't get much help from her on my papers, feedback felt pretty nebulous. There were WAY too many readings, so I ended up skimming what I could and not doing a lot of it.

**What could she/he modify to help you learn more?**

- I think it would have been helpful to have context on the texts before we read them rather than after, as more background could have helped for thinking through them.
- She could have spoken in class a bit more--she knew a lot and often she would ask us to discuss things we didn't quite understand instead of helping us understand them.
- There were a number of sessions where students did not have many points to make about a particular topic, which left a lot of dead space in the discussion, so a bit tighter facilitation of the conversation might help.
- as someone with little basis in literary theory, it would have been helpful to have some more explanation of those kinds of elements when they entered the course. for example, the bulk of one discussion had to do with the way dugin's thought related to post-structuralism, for which i was completely out of my depth.
- I actually wish that she would have lectured more. Much of the class time was ceded to comments from the floor.
- I would love a more thorough syllabus. The readings were not clearly laid out in advance, so it was difficult to plan accordingly. It seemed like every week, there were new readings added.
- I've pretty much articulated this point already there's a lot of redundancy in these questions, UChicago!
- Allow more student-led discussion
- It was pretty rare that I ever understood what Professor Feldman was saying. The readings were not unmanageable but her discussion questions were confusing and her comments were incredibly ambiguous. I felt much more confused after going to class. I wish she would keep her comments more grounded considering we read so much intangible theory.
- I thought sometimes her involvement was a bit too heavy - the class was more about her posing questions and hearing answers to them rather than organic discussion. However, I think this was reasonable given the large size of the class.
- She was excellent, though I would recommend that even more posts were required, as I thought they were a great and interesting component of the course.
- N/A
- I think there were a few too many readings so that some ended up needing to be dropped, but this was a first time class so that's really not a huge deal, and Professor Feldman handled it well.
- More focused discussions, try to spread out who you call on, plan out the course and if you advertise studying current far right movements please let's study them instead of the literature.
- If this is going to be a discussion-based class (with participation graded accordingly), more space should be given to student input. A lot of the time it felt like you would commandeer the discussion and move it in a different direction, preventing students who'd been trying to raise their hands or get your attention from sharing their thoughts on the subject.

|   | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-----|-------------------|----------|---------|-------|----------------|
| Organized the course clearly.                                 | 0%  | 0%                | 11%      | 11%     | 26%   | <b>47%</b>     |
| Presented lectures that enhanced your understanding.          | 0%  | 5%                | 5%       | 16%     | 26%   | <b>42%</b>     |
| Facilitated discussions that were engaging and useful.        | 0%  | 5%                | 0%       | 11%     | 32%   | <b>47%</b>     |
| Stimulated your interest in the core ideas of the course.     | 0%  | 0%                | 0%       | 0%      | 21%   | <b>74%</b>     |
| Challenged you to learn.                                      | 0%  | 0%                | 0%       | 0%      | 16%   | <b>79%</b>     |
| Helped you gain significant learning from the course content. | 0%  | 0%                | 0%       | 11%     | 11%   | <b>74%</b>     |

|  |    |    |    |     |     |            |
|--|----|----|----|-----|-----|------------|
| Was available and helpful outside of class.                                | 0% | 0% | 5% | 16% | 26% | <b>47%</b> |
| Motivated you to think independently.                                      | 0% | 0% | 0% | 5%  | 26% | <b>63%</b> |
| Worked to create an inclusive and welcoming environment.                   | 0% | 5% | 0% | 11% | 26% | <b>53%</b> |
| Overall, this instructor made a significant contribution to your learning. | 0% | 0% | 0% | 16% | 21% | <b>58%</b> |

### The Teaching Assistant, Course Assistant, Intern

#### Did this class include instruction by a TA, CA or Intern?

|     |          |
|-----|----------|
| Yes | 18 / 95% |
| No  | 0 / 0%   |

#### What aspects of the TA's teaching contributed most to your learning?

- Kara was friendly and helpful.
- She was great! She helped with a different background to draw from than our professor and was very approachable and helped us deal with the toughest parts of the course. She really seemed to care about the students and their classroom experience.
- Kara was very accessible and offered useful guidance on assignments. She also offered some salient points during class discussion.
- Kara was great at providing feedback for work we submitted, and was active in seminar discussions alongside the professor, providing a good counterpart.
- Kara was a great TA. she was incredibly helpful outside of class when trying to understand some of the more difficult material as she brought a different academic perspective to our topic. she was also incredibly friendly and helped generate a very positive learning environment.
- Kara was incredibly thoughtful, responsive, and organized.
- Kara did an excellent job curating the website and keeping the class informed of changes to the syllabus.
- She was always available to help us work through the texts, either after class or outside of it, and when she led class she did so excellently. Great lecturer, great interlocutor.
- n/a
- Very helpful and approachable, and gave me tons of advice and suggestions for my final paper.
- Kara was really helpful outside of class and I liked her comments during class; she referenced a lot of things outside of the required reading which was cool to hear about and she also made interesting points about our readings.
- Kara made an effort to make insightful comments in class that often helped to reorient discussion when we got lost.
- Kara's comments throughout the course encouraged me to think further about the material, and her perspectives were often new and insightful. Furthermore, she was very helpful with regards to administrative issues such as turning in assignments and was widely available for us outside of class.
- She was great. She only got to lecture one class and we had a meaningful discussion about the literature.
- Kara was involved in discussion and presented interesting and helpful points on lots of texts and ideas.
- Kara was very nice and did the best she could to help us. I enjoyed the one lecture she did more than most other lecturers, because the questions felt focused, sequential and grounded. I could follow the discussion. Really sweet, great TA, would recommend.
- help in class discussion, discussion of her own research
- The day that Kara led discussion felt like one of the few days where students were given more opportunity to speak on the subject at hand, and conversation generally flowed better than many other days in the course. Generally, Kara was very approachable and seemed genuinely interested in student outcomes.

#### What could she/he modify to help you learn more?

- Nothing -- her contributions were great!
- I have no critiques on this front!
- n/a
- N/A
- I don't have any criticisms on her TA-ing.
- Participated more, as her insights were always appreciated.
- N/A
- She was honestly about as good and helpful as any TA could be.
- It would have helped to have quantifiable metrics for being engaged in class, I never quite understood how this was being graded.

**The TA/CA or Intern...**

|  | <b>N/A</b> | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--|------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Facilitated discussions that supported your learning.                | 0%         | 0%                       | 0%              | 5%             | 26%          | <b>63%</b>            |
| Gave you useful feedback on your work.                               | 0%         | 0%                       | 0%              | 5%             | 32%          | <b>58%</b>            |
| Stimulated your interest in the core ideas of the course.            | 0%         | 0%                       | 0%              | 11%            | 26%          | <b>58%</b>            |
| Challenged you to learn.   | 0%         | 0%                       | 0%              | 11%            | 21%          | <b>63%</b>            |
| Helped you succeed in the class.                                     | 0%         | 0%                       | 0%              | 5%             | 16%          | <b>74%</b>            |
| Was available and helpful outside of class.                          | 0%         | 0%                       | 0%              | 5%             | 5%           | <b>84%</b>            |
| Overall, the TA/CA made a significant contribution to your learning. | 0%         | 0%                       | 0%              | 5%             | 32%          | <b>58%</b>            |

**Additional feedback to the TA/CA/Intern:**

- Kara was really great, particularly because I struggled to understand a lot of what was being discussed during class.
- Kara was extremely helpful outside of the classroom. She went out of her way to be able to meet with students and make sure we were prepared for essays and presentations. Thanks to conversations with her, I realized how I could input my personal interests into my class projects, making the class even more meaningful to me.
- Very good TA

**Additional Course Elements****Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?**

|     |          |
|-----|----------|
| Yes | 3 / 16%  |
| No  | 15 / 79% |

**How much did the following elements of the course contribute to your learning gains?**

|                       | <b>NA</b>  | <b>No Gains</b> | <b>A Little Gain</b> | <b>Moderate Gain</b> | <b>Good Gain</b> | <b>Great Gain</b> |
|-----------------------|------------|-----------------|----------------------|----------------------|------------------|-------------------|
| Laboratory Experience | <b>53%</b> | 0%              | 0%                   | 0%                   | 0%               | 0%                |
| Field Trips           | <b>53%</b> | 0%              | 0%                   | 0%                   | 0%               | 0%                |
| Library Sessions      | <b>53%</b> | 0%              | 0%                   | 0%                   | 0%               | 0%                |
| Review sessions       | <b>53%</b> | 0%              | 0%                   | 0%                   | 0%               | 0%                |
| Writing Seminars      | <b>53%</b> | 0%              | 0%                   | 0%                   | 0%               | 0%                |

**Other course elements not mentioned above:**

- The film screening was interesting, though I wish we had discussed it more in class.
- We had an extra session with student presentations and it was great. Everyone talked about their particular research topics for the final essay and I learned a ton of different things about the global new right that we were not able to cover in class due to time constraints.

**Student Information****Is this class a requirement of some sort?**

|     |          |
|-----|----------|
| Yes | 1 / 5%   |
| No  | 17 / 90% |

**Prior to starting the class, my interest level was?**

|           |          |
|-----------|----------|
| Very Low  | 1 / 5%   |
| Low       | 0 / 0%   |
| Neutral   | 1 / 5%   |
| High      | 6 / 32%  |
| Very High | 10 / 53% |

**Now that the course is over, my interest is?**

|            |          |
|------------|----------|
| Diminished | 1 / 5%   |
| Satisfied  | 2 / 11%  |
| Heightened | 15 / 79% |

**Why, primarily, did you take this course over others?**

|                                  |          |
|----------------------------------|----------|
| It fulfills a requirement        | 1 / 5%   |
| There were no other choices      | 0 / 0%   |
| Meets at a convenient time       | 2 / 11%  |
| The topic interests me           | 18 / 95% |
| Reputation of the faculty member | 0 / 0%   |

**How many hours per week outside of attending required sessions did you spend on this course?**

|            |         |
|------------|---------|
| < 5 Hours  | 2 / 11% |
| 5-10 Hours | 7 / 37% |
| 10-15      | 6 / 32% |
| 15-20      | 2 / 11% |
| 20-25      | 1 / 5%  |
| 25-30      | 0 / 0%  |
| > 30       | 0 / 0%  |

**What proportion of classes did you attend?**

|      |        |
|------|--------|
| None | 0 / 0% |
|------|--------|

|     |          |
|-----|----------|
| 25% | 0 / 0%   |
| 50% | 0 / 0%   |
| 75% | 1 / 5%   |
| All | 17 / 90% |

**Please comment on the level of difficulty of the course relative to your background and experience.**

- There was a lot of reading, some quite dense.
- I had no prior background in comp lit outside of the Core, and didn't find that to be a problem at all.
- With little background in comparative literature, class discussion could occasionally enter territory that I found very confusing. However, for the most part, class sessions I did not run into this problem.
- not difficult but a lot of reading
- I've now read a treatise on meme magic in an academic setting. 10/10 would take again.
- There was a LOT of reading, but it was all very interesting to read so that wasn't so much of a problem.
- I'm a fourth year undergraduate, and while the course wasn't overly difficult, it was definitely challenging.
- This course, while engaging and fascinating, was challenging for an undergraduate, mainly because the amount of reading was quite higher than other undergraduate classes I have taken. However, I would still recommend it to students who are interested and committed, as I felt that the challenge was well worth it, and the writing assignments were both stimulating and manageable.
- Without any background in the topic, I was able to succeed in all assignments and found the class very interesting. The reading is a bit extensive, but Professor Feldman structured the syllabus very well: the first few weeks we read the basics, then we expanded. Hence, whenever some of the most recent texts mentioned past ideas, I felt very comfortable talking them because we had learned throughout the first few weeks.
- It was not incredibly difficult but a bit challenging. Readings were sometimes long but rewarding.
- average