<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Course ID</th>
<th>Overall, how would you describe the quality of the instruction in this course?</th>
<th>How much did you learn from this course?</th>
<th>How organized was the course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ran Abramitzky</td>
<td>ECON 229</td>
<td>TOPICS IN EC</td>
<td>206665</td>
<td>5.00</td>
<td>4.64</td>
<td>4.57</td>
</tr>
</tbody>
</table>
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_cOSKtrVvQG7PTNj) 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).

How well did you achieve the learning goals of this course?

<table>
<thead>
<tr>
<th></th>
<th>Extremely well</th>
<th>Very well</th>
<th>Moderately well</th>
<th>Slightly well</th>
<th>Not well at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Responses</td>
<td>80% (12)</td>
<td>20% (3)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

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

Attendance and Engagement
Student Learning

For information on factors that contribute to students' learning, please see Interpreting Your Course Evaluation Report (https://evals.stanford.edu/results/respond-feedback).

If you are viewing a report from the 2019-2020 Winter term, quantitative responses to the *How much did you learn from this course?* question in this section have been removed in response to changes in instruction at the end of the term due to the COVID-19 pandemic.

The COVID-19 Academic Continuity Group and school deans have authorized the release of the removed results from Winter 2019-2020 evaluations to individual instructors for their own course(s) upon request. If you would like these results for your course(s), please submit this request form (https://stanforduniversity.qualtrics.com/jfe/form/SV_cwmTY20SiRWXuAd).

No Data.

(9 comments)

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

1. Learned a lot about the importance of context in economic research.
2. Paper drafting, development, and marketing
3. My awareness of the field of economic history, as well as quite a lot of more general research methods
4. General understanding of the economic history literature
5. Topics in Economic History, including long-run demographic change, inequality and institutions, migration and research projects.
6. Knowing what are good questions to ask, how to take history seriously. The importance of history. How to analyse papers critically
7. I improved my ability to assess the strengths and weaknesses of academic papers. I also become a more confident presenter.
8. I gained an overview understanding of economic history and the tradeoffs to think about in writing a history paper.
9. It is a very important course for
i) Learn about how research tackle the big questions in economics: inequality, country growth, immigration, gender inequality etc.

ii) Learn how to present effectively. The instructor provides excellent feedback on your presentation.

iii) Learn how to pursue research in an effective way in all fields: learn how to focus on the historical context

iv) Learning about different style of research thanks to guest speakers

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).

If you are viewing a report from the 2019-2020 Winter term, quantitative responses to the Overall, how would you describe the quality of the instruction in this course? and How organized was the course? questions in this section have been removed in response to changes in instruction at the end of the term due to the COVID-19 pandemic.

The COVID-19 Academic Continuity Group and school deans have authorized the release of the removed results from Winter 2019-2020 evaluations to individual instructors for their own course(s) upon request. If you would like these results for your course(s), please submit this request form (https://stanforduniversity.qualtrics.com/jfe/form/SV_cwmTY20SiRWXuAd).

No Data.

Course Elements

No Data.

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 and write to VPTLevaluations@stanford.edu.

(8 comments)

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

1. Well-organized class focusing on both review of economic history literature and how to prepare a research paper.

2. This is a great opportunity to learn a lot about the field. Ran is a great teacher and many topics in the course are very interesting even if you don't plan on becoming an economic historian.

3. I would strongly recommend this course. Ran does a good job of explaining the contours of the literature, and the course is helpful for developing an idea for a paper.

4. Ran is an awesome teacher, always energetic and super-helpful with comments!

5. Take it unless you are hardcore theorist or econometrician. It's not only great for history, but for any applied field. You will learn to be...
This class is a great overview of the field of economic history. It demonstrates that it is a field unified by questions and not approach or methodology.

Ran is an excellent professor, one of Stanford's best, and this is a course to take. Because of overenrollment he will try to convince fewer students to take it at the start, but once the class gets going, he is a truly caring, thoughtful man and a pleasure to learn from.

It is an amazing course. I think it is very important to take the course in the first couple of years of PhD as you learn a great deal on how to conduct research, how to present and how to communicate with other students and provide feedback on their research. I took it in later years and I regret!

You also learn a lot about important topic such as inequality, immigration, poverty, gender inequality. You not only learn about the topic in general but also about how cutting edge research tackle these big questions.

The instructor does an amazing job in i) introduce you to important topics in economics ii) teaching how to read and understand research papers iii) pushing you to think about research ideas.

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

1. I really enjoyed it - it feels like it has been shaped over many years and the balance is good.
2. Take it.
3. I really enjoyed the course, and I think the history requirement is definitely something that should be kept in the Ph.D. program.
4. I really enjoyed the class. I wish there had been a few more macro style readings but I feel like I learned something from every reading.
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: Course Evaluation Consultation Request Form (https://stanforduniversity.qualtrics.com/jfe/form/SV_eEcR99HdhuOId)