

<div>History 115</div> <div>Technology and History</div>	<p>In my single attendance of History 115 “Technology and History,” I thought it was actually kind of cool. I learned that Aztec warfare was based on capturing prisoners for sacrifice, which is why the Spanish invader’s no POW policy brought them swift victory, but the class is just a collection of facts like this, one after another. There’s so many, in fact, that I found it intensely off-putting.</p> <p>Professor Eisler explains the content well, but there’s just so much packed into the course that students have no time to soak it in. The constant references to material in forthcoming classes also means this class is incredibly structured, leaving little time for students to play catch-up if they fall behind.</p> <p>During the first 15 minutes of class, all students were attentive to the lecture, as they furiously scribbled to take down each slide. But as class stretched on and the information kept piling up, eyes started to glaze over, pens stopped writing and the guy at the back just went to sleep. Eventually, the clickity-clack of a few home-row wielding keeners became the only signs of student attentiveness. Everyone else just balked at the unending chain of slides.</p> <p>—Paul Blinov</p>
<div>MWF 2-2:50</div> <div>TLB 45</div> <div>Prof Matthew Eisler</div>	
<p>When it comes to intro classes, the general rule is that they pretty much suck. The exception is if your instructor is awesome, and Steven Cole is. A self-admitted feminist, he seems to genuinely care about his students and want them to learn. (He’s also a total fox.) He’s funny enough that you’ll hang onto his every word so that you don’t miss one of his jokes.</p> <p>Despite wearing a T-shirt so tight that we all got tickets to the gun show, Cole seems to not only know his stuff, but love it. And that’s what makes Cole a great instructor; his passion for sociology comes through in his lectures and helps him connect with students despite the size of the class.</p> <p>Being in TL 11, there’s a huge number of students, but he made sure the microphone was loud enough and the overheads were legible for everyone at the back of the class.</p> <p>He also gave the class a generous amount of time to write down the notes and asked the students to let him know if he was going too fast.</p> <p>Tying concepts in with current events to keep them relevant, Steven Cole is not only interesting enough to keep you coming to class, he’s good enough to make sure you learn something while you’re there.</p> <p>—Megan Cleaveley</p>	<div>Sociology 100</div> <div>Introductory Sociology</div> <div>TR 2–3:20pm</div> <div>TL 11</div> <div>Prof Steven James Cole</div>
<div>Economics 101</div> <div>Introduction to Microeconomics</div>	<p>It was 10:45am and I was looking at the clock in CEB wondering why the Christ I volunteered to go to an economics class. I spent the next few minutes debating whether or not I was a good enough liar to pretend I had gone, but so far all I knew about the class was that it was on the fourth floor of CEB—and I really didn’t feel like climbing the stairs. My plan was to sit in the back and spend the next hour or so creeping on the students, but I arrived late and had to sit up front. My initial impression of Professor Gordon was that he seemed like the kind of guy who might cross check you. The class must have felt the same way since absolutely nobody was talking; everyone was adamantly paying attention to him while he talked about curves that involved supply and demand. I’m not really too sure about anything beyond that because, in an effort to maintain journalistic neutrality, I refused to take notes or learn anything. One thing I did manage to pick up on is that apparently, when you have lots of money, you will not still be eating Kraft Dinner with fancy Dijon ketchups as the Barenaked Ladies would have you believe. All in all, there seemed like there was a shit tonne of writing to do, but Gordon was really good about explaining things and engaging the class. Hell, I almost could have enjoyed myself if it weren’t for the whole economics part of it. If this is a course you have to take, then I highly recommend taking it with this guy, as he was able to take something I absolutely loathe and make it bearable. Just don’t sit in the front row if you’re tired, because that guy makes you scared to sleep.</p> <p>—Conal Pierce</p>
<div>MWF 11–11:50pm</div> <div>CEB 436</div> <div>Prof Gordon Thomas Lee</div>	
<p>Of all the interesting classes, Stats 141 would probably not qualify as one of them. If you don’t fall asleep reading the calendar’s description of statistics—with its random variables and frequency distributions, averages and variance, and the binomial and normal distribution—you would be one among the very few. Given that stats is boring, the professor for the course didn’t really go out of his way to spice up the material. As he sat at the front of the classroom, flipping through his PowerPoint slides, his mouse doing most of the work for him, I got the feeling that \$500 was going to waste.</p> <p>The class was generally quiet and relatively alert for a Friday morning. Not too surprising considering Stats 141 is a required course for all those interested in Medicine, Pharmacy and Dentistry (when and if they will use things like random variables and frequency distributions remain unknown). The point, though, is that the majority of the class was quite engaged. Questions popped up from many of the students, some to correct mistakes made in the slides, proving that their 500 bucks maybe better spent on a textbook instead of sitting in this class.</p> <p>—Kari Chan</p>	<div>Statistics 141</div> <div>Introduction to Statistics</div> <div>MWF 10-10:50</div> <div>CAB 243</div> <div>Prof Mohammed El-Atrash</div>

