

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 94518_MUCB323.003_brooksem_FALL20: MUS HIS III: MUSIC SINCE 1900 - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 19/23 (82.61%)

1 - Reason for taking the course (complete all that apply):

Response Option	Weight	Frequency	Percent	Percent Responses	
Major-required	(6)	19	100.00%		
Major-elective	(5)	0	0.00%		
Minor-required	(4)	0	0.00%		
Minor-elective	(3)	0	0.00%		
General Education Requirement	(2)	0	0.00%		
Free Elective	(1)	0	0.00%		
Response Rate	19/23 (82.61%)				

2 - Class Year:

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Freshman	(6)	0	0.00%					
Sophomore	(5)	0	0.00%					
Junior	(4)	16	84.21%					
Senior	(3)	3	15.79%					
Graduate	(2)	0	0.00%					
Other	(1)	0	0.00%					
				02550100	Question			
Response Rate				Mean	STD		Median	
19/23 (82.61%)				3.84	0.37		4.00	

3 - Expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means				
4.0	(13)	11	57.89%		12.53				
3.7	(12)	7	36.84%						
3.3	(11)	1	5.26%						
3.0	(10)	0	0.00%						
2.7	(9)	0	0.00%						
2.3	(8)	0	0.00%						
2.0	(7)	0	0.00%						
1.7	(6)	0	0.00%						
1.3	(5)	0	0.00%						
1.0	(4)	0	0.00%						
0.0	(3)	0	0.00%						
S	(2)	0	0.00%						
U	(1)	0	0.00%						
				02550100	Question				
Response Rate				Mean	STD		Median		
19/23 (82.61%)				12.53	0.61		13.00		

4 - I attended class:

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Always	(5)	17	89.47%		4.89			
Frequently	(4)	2	10.53%					
Moderately	(3)	0	0.00%					
Occasionally	(2)	0	0.00%					
Rarely	(1)	0	0.00%					
				02550100	Question			
Response Rate				Mean	STD		Median	
19/23 (82.61%)				4.89	0.32		5.00	

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5 - How many hours outside of class did you devote to this course on average per week?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
9+	(5)	0	0.00%					
6-8	(4)	2	10.53%					
4-5	(3)	9	47.37%					
2-3	(2)	8	42.11%					
0-1	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				2.68		0.67		3.00

6 - Rate the level of your participation in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very active	(5)	6	31.58%					
Active	(4)	10	52.63%					
Moderate	(3)	3	15.79%					
Minimal	(2)	0	0.00%					
Not active	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				4.16		0.69		4.00

7 - What overall rating would you give yourself as a student in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	10	52.63%					
Good	(4)	9	47.37%					
Adequate	(3)	0	0.00%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				4.53		0.51		5.00

8 - Erin Brooks demonstrates competence in the subject area. -

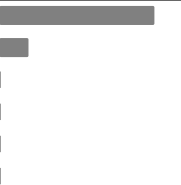
Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	18	94.74%					
Agree	(4)	1	5.26%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				4.95		0.23		5.00

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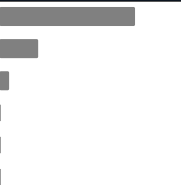
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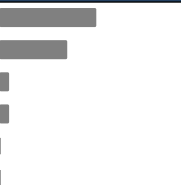
9 - Erin Brooks's teaching is effective. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	16	84.21%					
Agree	(4)	3	15.79%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
19/23 (82.61%)				4.84	0.37	5.00		

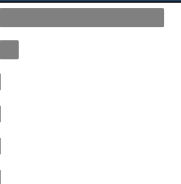
10 - Erin Brooks is concerned with students' progress in the course. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	14	73.68%					
Agree	(4)	4	21.05%					
Neutral	(3)	1	5.26%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
19/23 (82.61%)				4.68	0.58	5.00		

11 - Erin Brooks is available to students outside of class -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	52.63%					
Agree	(4)	7	36.84%					
Neutral	(3)	1	5.26%					
Disagree	(2)	1	5.26%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
19/23 (82.61%)				4.37	0.83	5.00		

12 - Examinations relate well to the stated course objectives.

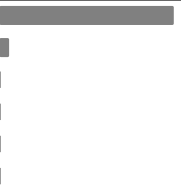
Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	17	89.47%					
Agree	(4)	2	10.53%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean	STD	Median		
19/23 (82.61%)				4.89	0.32	5.00		

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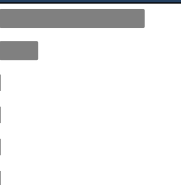
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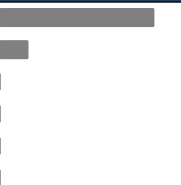
13 - The work required in this course relates well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	18	94.74%			4.95		
Agree	(4)	1	5.26%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				4.95		0.23		5.00

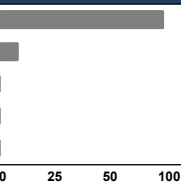
14 - Erin Brooks evaluates student performance fairly. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	15	78.95%			4.79		
Agree	(4)	4	21.05%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				4.79		0.42		5.00

15 - I learned a great deal in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	16	84.21%			4.84		
Agree	(4)	3	15.79%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				4.84		0.37		5.00

16 - Overall rating of Erin Brooks: -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	17	89.47%			4.89		
Good	(4)	2	10.53%					
Adequate	(3)	0	0.00%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
19/23 (82.61%)				4.89		0.32		5.00

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17 - THE COURSE: Please comment on course content, requirement or any other aspect of the course.

Response Rate	16/23 (69.57%)
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- Graet adaptations of online learning. loved to take some time to myself and do some course as I can. Amazing integration of more works not known to people.
- The course content was great! I really appreciated all of the videos and listening we had to do for the course. With this being virtual, I would possibly consider having the videos count for a small grade...potentially as an "attendance" grade? Especially considering that they did take an hour or more to watch them all each week. But just a consideration!
- The video lectures were often more time consuming than just 50 minutes. I wish they were just the 50 minutes that a normal class would have been. It made scheduling doing the work into the regular class time difficult. Additionally, the tests were always a nightmare for me. I wish they more reflected what we would be given in a real classroom. Before the first exam, Dr. Brooks said that the exam "might take a little longer than an hour" and it took me 4 hours. It was awful. The next ones were not different. Dr. Brooks is awesome. That work load was not. That being said, everything was really well organized. It was impossible to be confused about due dates etc. Moodle was really easy to navigate and i appreciated that
- I like the format of the class and I think it's very smart and effective to have one synchronous class a week instead of 3 and giving us that other time to prepare for the discussion with other things. The quizzes were always short and I like that there were a lot of them to help balance out our grades. I do think that the tests are a bit long and extensive, mainly just with the short answer questions. Those tests took me at least 2 hours to complete and it was always due to there being a lot of short answer questions. I very much enjoyed the content and music in this course and I enjoyed the wide variety of music I was exposed to this semester and all of the important politics/events behind it. Overall, I very much enjoyed this class!
- In this course, I learned so much information about music from the 1900s-today that I will take with me throughout my music career.
- Learned a lot of things and went in depth about musical ideas
- This course was really interesting and I enjoyed learning about more recent music history. The tests were pretty hard but we had a lot of time for them so it was not too challenging.
- I enjoyed this course and feel that I've learned a lot this semester! Exams related well to what was being taught in each unit, and I really liked the virtual format of the class. It was helpful to be able to complete most of the work asynchronously and then come together each Friday for a live lecture.
- The course was great! My only critique would be the three exams we take in this course. Each of them took about 4 hours and I'm not the only one that they took this long for so I would recommended shortening those exams.
- Great music selections. I found the Listen Wider and the final essay relevant and interesting.
- This course is necessary for music majors.
- I think the amount of work we had each week was fair. The class was asynchronous on Monday's and Wednesday's, but there were videos, readings, and listenings that were assigned so that the information was spread out throughout the semester. I think, though, that this last week feels a little bit overloaded with the work. We have two essays and the final exam due on Friday the 18th. Even though that is a week from today and the essays have been out for a while, my friends that I have talked to and I have not had a chance to even look at the essays because we all have other stuff due sooner.
- Listenings/readings and quiz and then videos and then a quiz later in the week. Extra two assignments assigned pretty late in the semester which makes it difficult to complete with other class final assignments. Tests and quizzes were fair.
- I really liked the way this course was structured. It was very consistent and I was able to build a really solid routine around the work for this class, which was really nice given the circumstances.
- This course was formatted well. I enjoyed knowing what was expected of me each week, and I felt that it was one of my easiest classes to manage due to this. Our goals and content for each week were well established.
- I loved how we covered a diverse set of repertoire in this class such as different styles of music, pieces by composers of all different ethnicities, women composers, etc. We also talked about so many different contexts regarding the pieces we analyzed that related to some tough issues like racism, sexism, political unrest, etc. I think that those conversations are so important and really made this course engaging.

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18 - THE INSTRUCTOR: Please comment on the strengths and weaknesses of Erin Brooks. Would you take another course from this instructor? -

Response Rate	17/23 (73.91%)
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- Wonderful instructor. Doesn't seem to be available via email which is a problem considering the nature of this semester.
- Professor Brooks was super well versed in her knowledge of the content. I always appreciated watching the lecture videos and attending the live Zoom class on Fridays. She always had such a plethora of information and such enthusiasm for what she was teaching. I found it all very interesting and through her knowledge and enthusiasm, I really enjoyed the course...and dare I say...I think I am actually going to MISS music history now that the course requirements are over!
- Dr. Brooks is awesome! She is super knowledgeable in her field and is really fun to listen to. I really enjoyed the class.
- Dr. Brooks is a wonderful professor and human and I very much enjoyed having her. She is clearly very knowledgeable and passionate about the subject and I feel like I learned a lot from her.
- Yes, I would take another course with Dr. Brooks.
- Yes she explains things really well and is very helpful
- Dr. Brooks is a really nice professor and I really enjoyed our zoom meetings. However, she didn't answer emails that frequently (which is an issue when she is teaching completely virtually). I would take another class from her, but probably not if it is completely online.
- Dr. Brooks is an angel and I am so grateful to have had the opportunity to work with her this semester! She is more than accommodative for every situation a student might find themselves in and I love her teaching methods. I would absolutely take another course with her!
- Erin Brooks is a fantastic teacher.
- Dr. Brooks is an excellent professor. I used to always struggle majorly with my music history courses. This is the first semester of music history that I have not felt overwhelmed or extremely stressed. She gives a work load that is enough to have us study and work in this class, but not to the point where it is too much. She is very understanding about it being an online semester and all of the troubles that have arisen with it, and makes accommodations when necessary.
- Thank you!
- Dr Brooks was not often available to students, it took a while to set up a meeting with her, but I know this semester was hard. Other than that, Dr Brooks is extremely competent in the subject area, and I learned a great deal. I felt like the videos and class time was often repetitive though which was frustrating.
- I think that she really cares for the students and is very lenient with assignments, especially during this virtual setting. However, sometimes I would have to send multiple emails to get a response. It was a slow process to get feedback and sort of hard to reach her. She was, though, really great about extending deadlines to students who needed it. I did not have any grades for quizzes and exams until about half way through the semester, which stressed me out. I wish things were graded earlier.
- Dr. Brooks is very intelligent in her area of study and is very good instructor. I wish we would meet earlier in the week so we could have information on the composers first and then study more instead of have to learn on our own and then have a lecture about what we already know.
- I would absolutely take another course from Dr. Brooks. I love the way she presents information and questions and challenges widely accepted notions in western music to help us get a more accurate view of history.
- I felt that Erin Brooks put a lot of effort into making sure her students were succeeding in this course. Her emails and videos were articulate, and she always made herself available to students, even just to chat. Erin Brooks is very knowledgeable and works to keep her course content diverse and littered with important discussion.
- Dr. Brooks is one of the best professors I've had at this school. She is so kind and understanding, she really took into consideration the challenges of this pandemic/online learning and found a great way to combine synchronous and asynchronous work to create coursework that was not overwhelming but kept me engaged and learning. This course is the prime example of a professor who really took the time to adjust their course accordingly for the situation that we are in, which honestly has been difficult to find in other professors in Crane. One thing that I would note is that I wish that the exams were a little shorter, many times they took me about 6+ hours to complete. If there were only 2 or 3 short answer questions and then fewer multiple-choice questions, I think that would help take the load off of the exams. Overall Dr. Brooks is a fantastic professor that pushes the boundaries of what you expect to learn in a music history class and I would love to take another class with her in the future.

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19 - The teacher's interaction with you: did the teacher give you the attention and time you believe you needed in this course?

Response Rate 19/23 (82.61%)

- Yes. loved the asynchronous work outside of class being available to do in a reasonable time frame.
- It was hard to get in contact with her. I emailed her a couple times, especially near the beginning of the course, and she never responded. But otherwise, she gave us a lot of attention and time through the coursework, videos, weekly email updates, and the live Zoom lecture on Fridays...overall making the class super easy to navigate and stay on track.
- It's difficult to say since we only met one day per week, but considering that we only met one day a week, she definitely made an effort to get to know each of us
- Yes
- Yes
- Yes
- Not really since she didn't answer emails and the responses on zoom.
- Yes, Dr. Brooks made it very clear that she was always there for us, no matter what we needed. Occasionally, she was a little hard to reach by email, but this has been an incredibly difficult semester for everyone and I understand why.
- Yes
- Yes
- Yes she did.
- yes
- It was hard to get office hours, I waited a few weeks.
- Yes
- Yes, I learned a lot, she was just a little hard to reach sometimes.
- I did not have much interaction with the teacher outside of class time.
- Absolutely.
- Yes
- Yes, Dr. Brooks was always available for her students.

20 - Did she explain all matters, topics, objectives?

Response Rate 19/23 (82.61%)

- Yes. great way to cover multiple fields outside of the beaten path of music history
- Yes! She was great at explaining all of the coursework, what was expected of all of us, and when everything was due. Her weekly email updates were such a blessing, especially with everything virtual, which helped keep me on track.
- yes
- Yes
- Yes
- Yes
- Yes
- Yes, I found Dr. Brook's teaching both effective and enriching.
- Yes
- Yes
- Yes she did very thoroughly.
- yes
- Yes
- Yes
- Yes.
- She explained everything very well but we already learned the information earlier in the week so the lectures were just reinforcement of what we already learned by ourselves.
- Very clearly.
- Yes (One of the most organized Moodles I had this semester)
- Yes.

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21 - Evaluate the teacher's presentation, attitude, and performance. Was she usually prompt or late to class? Did she come prepared for the day's lesson?

Response Rate 19/23 (82.61%)

- Always came prepared and happy to class.
- Professor Brooks has such great enthusiasm for the course and its content. You can tell that she really enjoys what she is doing and that she is happy with her job. She was always on time to class and was on time for posting videos and content on Moodle. If there was ever an issue with uploading things on time, she was really great at letting us know via email and extending deadlines. She was always SUPER prepared for the lectures, both pre-recorded and live, and had a plethora of information to give to us.
- Dr. Brooks was always 150% prepared and had a positive, sunshine-y attitude for every class.
- She was always prepared and on time. If anything, the grading happened a little late but this is a tough time to be living in, so I do understand if some things took longer than usual.
- She was never late and was always prepared.
- She was always prepared and had a good attitude and cares about students
- Dr. Brooks was always prepared for class.
- Dr. Brooks was always prompt and prepared for class, and always greeted us with positivity! I wish she had been more prompt in posting lecture videos since I always liked to stay on top of these, but a lot of the time Moodle made this difficult so I don't think this was Dr. Brooks being "unprepared" or anything like that.
- Adequate
- Always prompt
- Dr. Brooks was always a few minutes early to class and was always prepared.
- Yes. She was very prepared, engaging, and positive.
- Dr Brooks was always prepared.
- Always prompt, always extremely well prepared, always a positive and inspiring attitude. Despite the challenging format of a completely online course, Dr. Brooks created a highly structured and well-thought learning environment.
- Very prepared and on time. Dr. Brooks has a great attitude, I wish class was in person because I think it would be really fun. Her lectures are interesting.
- Dr. Brooks is very prepared for class and is very knowledgeable.
- Dr. Brooks was always extremely prepared for both our asynchronous and synchronous classes, even when there were technical problems.
- Came prepared, appeared professional, very positive attitude.
- She always came on time and very prepared.

22 - If applicable, what is one thing you found enjoyable about this class?

Response Rate 19/23 (82.61%)

- Exploring new music through inclusion
- I really enjoyed the videos. The structure and organization of the videos were impeccable. She always knew exactly what she wanted to say and when, with accompanying videos, listening, pictures, sheet music, etc. I was never confused about what was going on in the lectures and never had to question where her mind was in terms of the content. This made it so easy to just enjoy what she was talking about and learn, especially when you could tell she was happy and enjoying herself as well.
- The listen wider challenge!
- The variety of music we listened to
- She made music history fun and enjoyable for me. I tend to struggle with history but Dr. Brooks made the class enjoyable and I felt like I was learning so much in this course.
- Experimental music
- The content
- I loved that we always started our live lectures with questions about our week. It was nice to unpack our weeks a little bit before diving into class material. I also feel that the topics we covered were very diverse and I enjoyed learning about every topic.
- Listening to new music
- The Listen Wider assignment
- Her positive attitude and all of the interesting composers and works we have learned (and her cat!)
- The weekly "check-ins" to build community at the beginning of class on Fridays.
- The material covered, and time period contexts.
- Talking about social issues related to this period of music during our live class meetings.
- It was a standard music history class I think, but I just enjoy the topic.
- I liked the different types/genres of music and the different composers backgrounds.
- I really liked how the course was divided by pieces rather than geographic location or strictly chronologically. It made it easier to see the connections between musical styles and what was going on in different places in the world.
- I enjoyed that Erin Brooks actually took the time each class to ask us a fun question too! I also enjoyed that there wasn't any "busy work" or unnecessary synchronous meetings.
- The diverse repertoire that we covered.

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23 - If applicable, what is one thing you found particularly challenging about this class?

Response Rate 19/23 (82.61%)

- N/A
- I honestly didn't really find anything particularly challenging in the class. I don't do super well with exams so, it did take me a bit of time to complete them as they were SUPER long. In person, I honestly don't know if I would've been able to finish them in time. But since we were virtual, and everything was open book, it really took away from the stresses I normally feel in exam taking.
- The tests
- The amount of work- particularly the tests and final projects
- The unit exams were challenging.
- jazz
- The length of tests (but we had a lot of time to complete them so it was fine)
- In certain weeks there was less work, but in others (ex. weeks with exams) it was difficult to balance everything. Exams, specifically, were very time consuming and while they were important, they brought a great deal of stress because of how few exams there were.
- Exams
- The three exams
- Music history is usually a struggle for me in general. It is not necessarily this class.
- I usually find history courses challenging, and this was similar, but I found this course to be more relatable and easier to digest than the previous two history courses.
- N/A
- The amount of material to read through for Monday reading/listening assignments.
- Knowing how I am doing on the exams.
- I found it challenging to keep track of when things are due because halfway through the year the due dates began to change.
- The only thing that was a bit more challenging was the length of the exams. I understand why they took longer, but doing the short answer questions took a lot of time so the tests regularly took me 3 hours or more.
- -
- The exams were very long.

24 - Please name one or more readings or class subjects that you found particularly interesting or useful. (You may name more than one, and you may offer details).

Response Rate 19/23 (82.61%)

- The New World symphony article
- I am super interested in WWII and the Holocaust and stuff within that time frame. Learning about the pieces that were from that time, or premiered in concentration camps, were SUPER interesting. I wish there was a course offered while I was there that strictly focused on that time period.
- Learning about the Boulanger sisters!
- I found the discussions on more recent operas and pieces of orchestral works that I had never heard of very interesting. It was also cool to see how jazz originated and when.
- I really enjoyed learning about the tape piece "Come Out" by Steve Reich.
- John Cage and Steve Reich are really interesting
- Music in concentration camps
- I really like that we discussed cultural appropriation in such detail! This isn't something that we got to do in our other Music History courses and I think it's really important to talk about. The same goes for discussing women composers; we learn about a few of them in Music History I & II, but not nearly in as much detail as in this course.
- Music
- All of them
- -
- The devotion to representing a wide range of music!
- I found the work on Shostakovich very interesting.
- Reading first-hand accounts such as the Pravda review of Shostakovich.
- I like learning about Shostakovich and the politics around that time.
- I liked the different cultural ideas in music in the 19th to 21st century.
- I really liked the breakdown of different styles of Jazz.
- I enjoyed discussions about cultural appropriation through some of the pieces we were learning, this is important to address.
- Anything with women composers because we don't cover those often.

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 94518_MUCB323.003_brooksem_FALL20: MUS HIS III: MUSIC SINCE 1900 - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 19/23 (82.61 %)

25 - Please name one or more readings or class subjects that you disliked or found particularly confusing. (You may name more than one, and you may offer details).

Response Rate	19/23 (82.61%)
• N/A • I am not a huge fan of the modernist/futurist type sound and tape loops. The Threnody for the Victims of Hiroshima made me uncomfortable every time I listened to it, which I know is partially the point, but those types of pieces are definitely my least favorite. The tape loop ones were also obnoxious because it's basically the same thing over and over. It's cool when you first start to hear the change, but then it gets old. But, I do understand the importance of them and the historical background of them. • I do not understand serialism, but that isn't a Dr. Brooks problem. That's 100% a me issue. • There were really none. • I tend to find Arnold Schoenberg's music a bit confusing. • I'm not particularly a big fan of jazz so it was hard to put 100% attention into it • . • A subject that I found particularly confusing was program music vs. absolute music. I thought that I understood it after our class discussions, but I realized after receiving my Exam I score that I had misunderstood something somewhere along the way. • Music? • None of them • - • I was confused by the Babbitt but then I figured it out • I stopped reading the textbook and still maintained a high 90s average, so clearly its not necessary. • A few of the anthology entries are just recaps of what happens in the piece (ex. "at measure 100, the horns come in and play ____, and then in measure 108 the percussion section plays ____") and don't have much if any useful information to understand the piece from a historical perspective. • I don't think there are any. • N/A • I wasn't a fan of listening to the avant garde "sound art" stuff like the Varese sound poem, but I realize their importance in music history. • I found the Schoenberg Piano Suite a bit challenging along with the worksheet on it because I had to recall what I learned about twelve tone music. • Nothing really stuck out to me as super confusing.	

26 - If you had to take a class like this one again, how would you change your own approach as a student? (Considering such things as time allotted, preparation approach, etc)

Response Rate	19/23 (82.61%)
• more time allowed for preparations • I would probably focus more on the reading and the written notation rather than focusing completely on my ears and listening to everything. I honestly didn't use my book much throughout the course except for quizzes and tests. • I would take more notes and do everything at night. • I would participate a bit more in class discussions. • As a student, I would break up the readings/videos, instead of doing all of them in one sitting. • I would not procrastinate • . • If I were to take a class like this one again, I would start working on exams earlier in the week. It was difficult for me to do this with my other coursework, but it definitely would have been beneficial to start the short answer questions earlier in the week. • I would have been more on top of my work • Just shortening the time on the three exams • - • Starting the final essay earlier • I think I had a very good approach to this course. • I would better label my notes for which week, chapter, lecture, etc. that my notes came from so I can easily lookup where information came from, since exams were open-resource. • I would probably set more time aside to do the work because there was a lot. • I would do the quizzes and listenings earlier. • I would definitely do the heavy writing stuff like the short answer questions ahead of time so I wouldn't have to spend too long on exams. • I would have started taking the exams a bit earlier. • Something that I would note is that I wish that the exams were a little shorter, many times they took me about 6+ hours to complete. If there were only 2 or 3 short answer questions and then fewer multiple-choice questions, I think that would help take the load off of the exams. I also think that having the Listen Wider and the final essay AND the exam is a lot and if we could have done one of these projects earlier in the semester, that would have been more beneficial.	

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27 - If applicable, please name at least one thing from this class that might change your approach to your own musicianship or pedagogy. (You may name more than one).

Response Rate	19/23 (82.61%)
• more diversity in programing • I will definitely focus more on observing the music in depth. Why things may have been written the way that they were, doing more extensive research on the time frame and what might have been going on during the time the piece was written and where. You can learn so much more about a piece and its intentions when you do extensive research like that, rather than just learning the notes and rhythms, translations, and understanding the poetry/translations. • I will be choosing more repertoire by women! Dr. Brooks did a great job of highlighting female composers • This class opened my eyes to many new pieces and types of music in general that I can possibly use as examples in a classroom to make sure every students' likes and interests are being heard. • I will incorporate more music from these composers and time periods that we learned from in my musicianship/pedagogy. • 12 tone music • . • Lessons about cultural appropriation, especially after the year that this has been, will definitely change my approach to musicianship. I've always valued the importance of respecting and educating ourselves on other cultures, but this has only been enhanced by all of the readings and discussions we've had in relation to the topic. • N/A • Nothing • - • The emphasis on finding models for "minority" students of people who look or identify like them to help students see themselves in different roles. • Well I added a music history major • N/A • Maybe think more deeply about the origin of the pieces that I play. • I want to teach about composers of different races and genders to my students so everyone feels accepted and acknowledged. • This class gave me a lot of really good tools to evaluate the music I listen to and could potentially program for students and look for potential problems with them regarding equity and inclusion and how to address them directly instead of avoiding the subject. • - • The inclusion of diverse notation.	