

SUNY Potsdam

Fall 2025 Course Evaluations

Course: 2025FA-POT-MUCH323-96081: 25FA MSC HIST III MUSIC SINCE 1900 - BROOKS 96081
Instructor: Erin Brooks *
Response Rate: 17/28 (60.71 %)

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

Response Option	Weight	Frequency	Percent	Percent Responses	
Major-required	(6)	17	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	17/28 (60.71%)				

2 - Class Year:

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Freshman	(6)	0	0.00%					
Sophomore	(5)	0	0.00%					
Junior	(4)	11	64.71%					
Senior	(3)	6	35.29%					
Graduate	(2)	0	0.00%					
Other	(1)	0	0.00%					
				02550100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				3.65		0.49		4.00

3 - Expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means				
4.0	(13)	4	23.53%		11.59				
3.7	(12)	7	41.18%						
3.3	(11)	3	17.65%						
3.0	(10)	1	5.88%						
2.7	(9)	2	11.76%						
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		
17/28 (60.71%)				11.59	1.28		12.00		

4 - I attended class:

Response Option	Weight	Frequency	Percent	Percent Responses	Means				
Always	(5)	5	29.41%		4.24				
Frequently	(4)	11	64.71%						
Moderately	(3)	1	5.88%						
Occasionally	(2)	0	0.00%						
Rarely	(1)	0	0.00%						
				02550100	Question				
Response Rate				Mean	STD		Median		
17/28 (60.71%)				4.24	0.56		4.00		

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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)	0	0.00%					
4-5	(3)	2	11.76%					
2-3	(2)	8	47.06%					
0-1	(1)	7	41.18%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				1.71		0.69		2.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very active	(5)	2	11.76%					
Active	(4)	8	47.06%					
Moderate	(3)	5	29.41%					
Minimal	(2)	1	5.88%					
Not active	(1)	1	5.88%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				3.53		1.01		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)	3	17.65%					
Good	(4)	11	64.71%					
Adequate	(3)	2	11.76%					
Poor	(2)	1	5.88%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				3.94		0.75		4.00

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

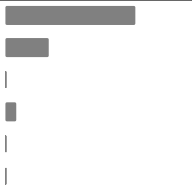
Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	15	88.24%					
Agree	(4)	1	5.88%					
Neutral	(3)	0	0.00%					
Disagree	(2)	1	5.88%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.76		0.75		5.00

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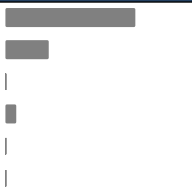
9 - Erin Brooks's teaching is effective. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	70.59%					
Agree	(4)	4	23.53%					
Neutral	(3)	0	0.00%					
Disagree	(2)	1	5.88%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.59		0.80		5.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	70.59%					
Agree	(4)	4	23.53%					
Neutral	(3)	1	5.88%					
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
17/28 (60.71%)				4.65		0.61		5.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	70.59%					
Agree	(4)	4	23.53%					
Neutral	(3)	0	0.00%					
Disagree	(2)	1	5.88%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.59		0.80		5.00

12 - Examinations relate well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	70.59%					
Agree	(4)	2	11.76%					
Neutral	(3)	1	5.88%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	1	5.88%					
Does not apply	(0)	1	5.88%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.50		1.10		5.00

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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)	14	82.35%					
Agree	(4)	2	11.76%					
Neutral	(3)	0	0.00%					
Disagree	(2)	1	5.88%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.71		0.77		5.00

14 - Erin Brooks evaluates student performance fairly. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	14	82.35%					
Agree	(4)	2	11.76%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	1	5.88%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.88		0.34		5.00

15 - I learned a great deal in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	58.82%					
Agree	(4)	6	35.29%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	1	5.88%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.41		1.00		5.00

16 - Overall rating of Erin Brooks: -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	14	82.35%					
Good	(4)	2	11.76%					
Adequate	(3)	1	5.88%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
17/28 (60.71%)				4.76		0.56		5.00

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

Response Rate 11/28 (39.29%)

- I really enjoyed the work and the in class lectures with the extensive in person teaching. I think there could be a little bit more work.
- I really liked the more interactive lessons that we did. Lot of fun. I also thought I would hate the non-chronological approach, but it ended up making a lot of sense. It got kind of irritating when class would begin with 15 minutes of not-course-content discussion, and then we'd run out of time and go past 9:50 with content. It was also a little annoying when class discussions were always super dominated by the same people every single time. It was hard to get a word in edgewise a lot of the time. I think maybe discussion in small groups rather than as a whole class could better, so that everyone gets a chance to share their thoughts, because I KNOW everyone had stuff to say about most of the discussion topics. I loved all the guided listening, and I totally was taking notes as a future music educator on how to do guided listening lessons. The ratio of bullet points/information on slides to spoken information was really good for my brain. I thought the semester-long project was scaffolded well and it rarely felt overwhelming. Maybe it could start earlier in the semester, though, so that the larger, final parts have more time to breathe?
- The course content was very fascinating and was approached from many different perspectives. The workload was very manageable and it never felt like a chore to go to class because I was always interested in what we were learning.
- Overall, this course was a good time! It wasn't your ordinary music history course, which can be sometimes bogged down by memorizing composer's dates and pieces, or identifying pieces by ear, or taking a litany of exams. Instead, this is a non-chronological exploration of music in the 20th century that focuses on more important matters.
- The course content is amazingly well laid out, flows into each other in a beautiful way even if not linear. A truly wonderful curriculum.
- I loved this course, one of my favorite areas of music history! Could take an entire class on developments in audio and recording technology during the 20th century.
- Content is well covered for music history over the 1900's. Many concepts are covered and thoroughly discussed.
- Content came at a good pace. Never felt behind or confused. Content was understandable and easy to refer to in homework/projects.
- Only criticism is the rate of quizzes in this class. The syllabus said we would have quizzes almost every week online and we only had a few in spurts. I wish it was more regular and based on current subjects rather than from weeks upon weeks ago.
- I really appreciate how this class was structured. Everything made sense and I never felt like I was tackling brightspace or was remotely lost.
- two things; i was never provided with academic performance. my outcome is unknown till the end. secondly, I find it disrespectful that the entire point of the class is to educate us on the social changes and musical and artistic changes of the intended time period, while in truth the outcome was more like a presenting of ideas and not expecting us to understand or be tested on any of it. Nothing seems to be taken with a lot of importance. a lot of "here's how this happened! now speak with classmates about an unrelated reading. now here's how something else happened" with no intended form of understanding WHY or WHAT much exactly is. i can list off a few more facts now, i guess

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

Response Rate 11/28 (39.29%)

- I really like the course and all the lectures however I think some more interaction with students on the topic could help people stay engaged. I absolutely would take another class just maybe not on this topic since history is not too fun for me.
- I could listen to Dr. Brooks talk forever about the topics she is knowledgeable about, which seems like that covers basically every music history subject ever. Truly the best lecturer I've ever met. It got frustrating sometimes how long it took to get grades and feedback on assignments, especially the semester-long project.
- Dr. Brooks is a very effective teacher. She not only teaches us the content but also provides us with skills for questioning narratives using critical thought. I also liked that she would go off the book a bit sometimes to engage in class discussion. I enjoyed this class a lot
- Dr. Brooks is very kind, funny, and professional. She seemed to truly care about the subjects explored in this class. I loved the books and primary sources taken from postcards, newspapers, magazines, etc. that she would pass around the classroom. Her attention to detail in this course was much appreciated. I would gladly take any course offered from her!
- She is so incredibly knowledgeable and so smart on every topic she speaks about. Her ability to talk on and answer any question asked related or not to the content is incredibly admirable and makes students want to listen to her.
- She's the BEST! Content was expressed in a very interesting manner and was both engaging and informative.
- Dr. Brooks is wonderful and super knowledgeable. She absolutely knows what she is discussing and talking about.
- Great instructor and facilitator. She's knowledgeable and good at keeping class engaged. She'll join and facilitate class discussions, as some of the conversations do last a bit. She always has something to add so we can deepen our learning.
- Fabulous, 10/10, no criticisms about her
- Dr. Brooks is such an incredible instructor, and I felt that I learned a lot from her this semester. This class was very enjoyable and I think each unit was made more interesting with how much she knew on the subjects. The only minor thing I wish would happen was that (besides quizzes) materials would be linked in assignments as it just makes things quicker.
- It's a little odd to have a class intended to inform about the social and artistic changes of the 19th and 20th centuries primarily but having the professor be someone who's clearly struggling with understanding even the broad points of the social changes at the time? why did we have a unit re-litigating the cold war. it's insulting and frankly disgusted me to spend a week essentially begging to us to be proud American patriots and believe everything that a few presidents told us