

SUNY Potsdam

Spring 2020 Pilot

Course: 81981_MUCB323.001.002_brooksem_SPRING20: MUS HIS III: MUSIC SINCE 1900 - Brooks - Spring 2020
Instructor: Erin Brooks *
Response Rate: 15/33 (45.45 %)

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

Response Option	Weight	Frequency	Percent	Percent Responses	
Major-required	(6)	15	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	15/33 (45.45%)				

2 - Class Year:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman	(6)	0	0.00%		
Sophomore	(5)	0	0.00%		
Junior	(4)	9	60.00%		
Senior	(3)	5	33.33%		
Graduate	(2)	0	0.00%		
Other	(1)	1	6.67%		
				0 25 50 100	Question
Response Rate				Mean	STD
15/33 (45.45%)				3.47	0.83
					Median
					4.00

3 - Expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
4.0	(13)	2	13.33%		
3.7	(12)	7	46.67%		
3.3	(11)	5	33.33%		
3.0	(10)	0	0.00%		
2.7	(9)	1	6.67%		
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%		
				0 25 50 100	Question
Response Rate				Mean	STD
15/33 (45.45%)				11.60	0.99
					Median
					12.00

4 - I attended class:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(5)	10	66.67%		
Frequently	(4)	4	26.67%		
Moderately	(3)	1	6.67%		
Occasionally	(2)	0	0.00%		
Rarely	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
15/33 (45.45%)				4.60	0.63
					Median
					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)	3	20.00%					
4-5	(3)	4	26.67%					
2-3	(2)	7	46.67%					
0-1	(1)	1	6.67%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
15/33 (45.45%)				2.60		0.91		2.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very active	(5)	6	40.00%					
Active	(4)	7	46.67%					
Moderate	(3)	2	13.33%					
Minimal	(2)	0	0.00%					
Not active	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
15/33 (45.45%)				4.27		0.70		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)	8	53.33%					
Good	(4)	6	40.00%					
Adequate	(3)	1	6.67%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
15/33 (45.45%)				4.47		0.64		5.00

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

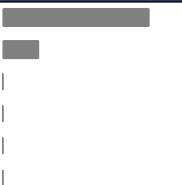
Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	14	93.33%					
Agree	(4)	1	6.67%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
15/33 (45.45%)				4.93		0.26		5.00

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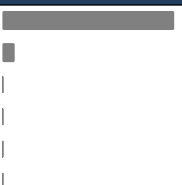
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9 - Erin Brooks's teaching is effective. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	80.00%			4.80		
Agree	(4)	3	20.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				02550100	Question			
Response Rate				Mean		STD		Median
15/33 (45.45%)				4.80		0.41		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	93.33%			4.93		
Agree	(4)	1	6.67%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				02550100	Question			
Response Rate				Mean		STD		Median
15/33 (45.45%)				4.93		0.26		5.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	9	60.00%			4.40		
Agree	(4)	5	33.33%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	1	6.67%					
Does not apply	(0)	0	0.00%					
				02550100	Question			
Response Rate				Mean		STD		Median
15/33 (45.45%)				4.40		1.06		5.00

12 - Examinations relate well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means				
Strongly Agree	(5)	13	86.67%		4.87				
Agree	(4)	2	13.33%						
Neutral	(3)	0	0.00%						
Disagree	(2)	0	0.00%						
Strongly Disagree	(1)	0	0.00%						
Does not apply	(0)	0	0.00%						
				02550100	Question				
Response Rate				Mean	STD		Median		
15/33 (45.45%)				4.87	0.35		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	93.33%		 4.93			
Agree	(4)	1	6.67%					
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
15/33 (45.45%)				4.93		0.26		5.00

14 - Erin Brooks evaluates student performance fairly. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	13	86.67%		 4.87			
Agree	(4)	2	13.33%					
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
15/33 (45.45%)				4.87		0.35		5.00

15 - I learned a great deal in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	13	86.67%		 4.87			
Agree	(4)	2	13.33%					
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
15/33 (45.45%)				4.87		0.35		5.00

16 - Overall rating of Erin Brooks: -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	14	93.33%		 4.93			
Good	(4)	1	6.67%					
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
15/33 (45.45%)				4.93		0.26		5.00

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Response Rate:	15/33 (45.45 %)

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

Response Rate	11/33 (33.33%)
• The course sneaks through various styles of music from pre-WW1 to discussions about cultural appropriation. The virtual class contains mini-weekly quizzes about the content given. We are required to still have our music anthologies. We meet virtually once a week on Friday and have a class discussion. The exams are understandable. • A very comprehensive and well put together course on Western Music of the 20th and 21st centuries (even some eastern music and cultures added in due to their relevance!) Even when switching to online learning the material remained the same and the lectures are truly essential to a full understanding. Rarely felt unclear about things in this class. • The listen wider project was a lot of fun. I highly suggest continuing that assignment because it was also nice to see the compiled list at the end of all the ones people picked. • The course itself is fine, and is taught in a way that's easy to digest and understand. For the future of the course, I understand the limited time given to teach music history, but I would love to explore the other genres of music during these periods, popular or counter culture or any alternative genres, rather than staying within the "classical" or "intellectual" music genres. • The course is difficult. It's a lot to do with memory which can be struggle. There is also quite a bit of reading, but that's expected with the course material. I understand why the course is the way it is. • Was much more interesting and enjoyable than the previous two history courses. • The course is a wide survey of a large amount of material that allows perspective for further individual interest in specific areas. Overall, I feel well educated by the information cover in terms of general music history knowledge. Of course, this course continues with a Western European centric view but, does branch out more than many courses I've taken in the past. I appreciate the time spent on unique Northern American experience; namely African American experience, artists, and styles. • The course really goes into depth on different kinds of music and performance styles. • learn history of music • This has been arguably one of my favorite courses I've ever taken in Crane. It's all too common for difficult topics and subjects to be dusted over, but Dr. Brooks creates a safe space to talk about things productively. • Course work is somewhat difficult but fitting to the course and helpful in learning.	

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

Response Rate	12/33 (36.36%)
• I love how intellectual Dr. Brooks is. She has such a cool personality and is so relatable. I love the humor she adds to her presentation. I also love her style of dress. So if she could give us a few tips and tricks that would be great. I love the double perspective she carries to music history. Some teachers can be too opinionated when it comes to a topic but she creates the space for discussion. She is also very fair when it comes to grading. I personally ached through Expressionism, minimalism, etc. but she made it interesting. I wonder why we didn't talk briefly about musicals. Overall, Great teacher, love talking to her! • Absolutely fantastic professor. So well read and articulate with truly captivating lectures. Found myself engaged almost always which made the classes go by fast. Seamless transition into online learning. While I've never consoled with her, I have heard amazing things about her advocacy and care for students. Would certainly take another course from her in the future. • Dr Brooks was a very nice professor to have. She was always welcoming and tried to connect with us in and out of class. As well as being super supportive of her students as well. • Dr. Brooks is an amazing professor, and you can tell that she really cares about the subject and how her students are doing. She has been very understanding and adaptive during this pandemic. I have only good things to say about her. • She is extremely competent in the field. You can tell she knows a lot and can answer questions clearly. She has also handled our current situation well. I really appreciate the flexibility. I would take another class with her sure. Her workload can get a little overwhelming, but I think that's more of a me thing. She's a great instructor. • Dr. Brooks is a very good instructor and is extremely knowledgeable about the whole course. I've always struggled with history but she teaches in a way where she makes it enjoyable. • The instructor is incredibly adept in the field and presents with clarity and passion for the subject. The lecture format is informative and intriguing. I can appreciate that many courses (including ensembles) ask for a lot of students' perspectives however, this course is well structure to provide factual information and historical contexts through valuable lectures- that still allow for questions and feedback at appropriate times. If I were not enrolled in a full time college program, I would pay just to take this course as a lecture! • Strengths- Very accommodating towards students, Loved lectures and super enjoyable class, made the course overall awesome and loved the structure of the class, slides were very in depth Weaknesses- Length of paragraph portions on the online exams, possibly being more direct to the question on the prompt, sometimes I would be confused on the questions of the paragraph portion of the exam I loved having you as my professor Dr. Brooks, I hope you are doing safe and healthy out there. I hope you have a great summer! • she was awesome • Dr. Brooks is not only one of my favorite professors I've ever had but one of my favorite people I've ever met. She is everything I dream to be as a person someday. Administration, do everything you can to keep her around because she is a true light in our building. I will go out of my way and take completely un-required credits to take another course with Dr. Brooks. • Inspired thoughtful study and discussion of topics covered. • Very helpful and understanding for time sensitive assignments.	

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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	15/33 (45.45%)
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- Yes, I personally think she gave me enough time and attention to talk (even if I feel weird talking in class--I always get anxious).
- Yes
- Yes
- Absolutely
- Yes.
- Yes.
- Yes
- The instructor was naturally engaged with all student inquiries about topics as a natural result of her passion for the subject and was available for additional discourse.
- In the classroom, yes. Outside of the classroom, no.
- Yes, the teacher was super accommodating and was very reasonable with due dates for assignments. She made learning in this course very fun and I gained so many materials that I can take with me into my future career.
- Yes
- yes
- Yes! She went above and beyond to meet everyone's needs.
- Yes.
- Yes, I have taken this course similarly at another school so there was not much that I needed assistance with.

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

Response Rate	15/33 (45.45%)
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- I thought she could have talked about musical theater and cultural borrowing a little more.
- Yes. In detail.
- Yes
- Yes she did, clearly.
- Yes.
- Yes.
- Yes
- The instructor explained all topics that the course covered and added appropriate cultural caveats and considerations in regard to controversial material as well.
- Yes
- Yes, she went into full depth on all slides, quizzes, and exams.
- I believe so
- yes
- Yes, yes, yes! I learned more from her than I have learned in most of my other courses.
- Yes. In a clear manner.
- Yes very in depth

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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	15/33 (45.45%)
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- Very good presentation: always friendly and kind (even in the hallways). Maybe a few min late but she is always on time and prepared.
- see above
- She was always prepared and always supplied the needed information for assignments, test, and quizzes. She was never late for class.
- She was always on time and was prepared for each class.
- Prompt and prepared.
- Always prepared. Awesome.
- She was always on time to class, and always prepared
- The instructor's conduct was always representative of the highest level of professionalism.
- She was always prompt and prepared
- The teacher was always punctual and always was prepared. She even took the time out of her day to make videos of lectures and to still keep us informed during the pandemic. She always had a lovely attitude and going to Zoom lectures for this class was always fun with this professor.
- The instructor was always well prepared and the class was always under control and seemingly on schedule.
- prepared and on time
- Dr. Brooks is the epitome of prepared. She is an unstoppable force, truly. No matter what time of day it is, she always walks with her head high. She, of course, was always prepared and early. What a silly question!
- Always on time and ready to talk about our material. Always well prepared.
- Always prepared and prompt? for the circumstances she did wonderfully and in our normal semester, again always prompt and present.

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

Response Rate	15/33 (45.45%)
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- I enjoyed her commentary about a piece. It allows me to focus and find something pleasant in a piece that I don't find attractive.
- The personalized aspect of the "listen wider" challenges. Great mental exercises as a music business major in particular.
- The atmosphere she created for instance having sit in a semi circle rather than in lines so it was more comfortable.
- Her ability to relay information to students in a fun and easy way.
- Interesting lectures on 20th century composers I was not familiar with.
- I enjoyed learning about more modern music.
- The class was very well organized
- The lectures are very informative. It is difficult to cover all the material spanning the amount of time. Perhaps, a wider more progressive breadth of texts/authors could be introduced or suggested in certain areas but, this is difficult in regards to work load.
- Her interest in the subject and enthusiastic nature is captivating
- I found the interactive element to be very enjoyable, even during the pandemic, I felt that in this class, we still had a sense of normalcy especially with the participation in class. This included this professor asking about how our week was going, asking us what we have been up to outside of the Zoom classes and asking us to participate in class.
- I enjoyed the course content
- jazz, though not much was talked about it
- I found the last unit extremely enjoyable. In talking about politics and social issues, I felt I was learning something genuinely applicable in my life.
- I learned more than I would ever need to know about recent music history. I feel more smarter now.
- I love the listenings, I really enjoy hearing new music

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

Response Rate	15/33 (45.45%)
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- Finding what musical characteristics are. Once I did, the class became easier.
- Not much, the content was the most interesting out of any other history courses (for obvious reasons of relevance)
- Remembering all of the listening examples
- It's difficult for me to absorb and really learn by reading from the textbook, however, Dr. Brooks does a great job of going over and teaching the info in her own words that made it bearable, and better for me to learn.
- Memorizing musical characteristics of pieces on exams.
- The memorization aspect. It's always something I've struggled with.
- Keeping up with readings
- The amount of specific information is difficult to produce on an exam. The instructor does a good job of drawing out recurrent themes though.
- She takes a very long time to respond to emails.
- I found the amount of time I put in to online exams to be challenging. I would have to put 7 hours into the online exams especially with the paragraph writing.
- Finding time in class for any class discussion about knowledge outside of the textbook.
- nothing
- I, personally, take a long time to write things. I'm a good writer, but it just takes me a while to get there. When we were writing short answers for the online exams, it would take me a couple hours to finish them. It was time consuming, but I mostly felt a bit self-conscious because I don't think anyone else was taking that long.
- Lots of reading and listening. Challenging, but enriching.
- Writing the essay. Although it was a lot less than what it could have been, I just don't enjoy writing.

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	15/33 (45.45%)
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- I found the readings of blues and jazz to be fun. Mainly because it gave me a break from all of the stuff before. I love dancing so it was fun to see what the style was back then. I also love Schostakovich no. 5 and hearing about the history. It is a terrible experience having someone dictate your life and your actions being responsible for others. I just love history.
- Debussy talking to his teacher about the concepts of harmony and how they can be restrictive. Liberating stuff as a song writer.
- I found the subject on the french composers very interesting as well as the chapter on John Cage and Philip Glass
- I enjoyed reading about the different types of blues and jazz.
- Alex Ross reading. Also seeing handwritten scores in the anthology was interesting.
- Debussy.
- I liked the listen wider challenge
- --
- The anthology was a great tool
- I liked the topics that we discussed on cultural appropriation because this was something that was not touched upon for me as much in my past classes and I am really glad I got to learn about it.
- I enjoyed most topics.
- jazz
- I enjoyed every second of working on "Come Out." I showed it to my significant other and we ended up talking about it for hours. It was only briefly mentioned, but I have fallen into a wormhole of exploring the opera "p r i s m." I was intrigued when it was mentioned in the slides and ended up with full-body chills when I watched the trailer later. I learned about so many things I found useful and interesting. This class truly offered a wealth of them.
- Edgar Varese. What a cool guy.
- I liked discussion on atonal and pre-atonal pieces. It's interesting to talk about the process in how these were discovered and organized

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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	15/33 (45.45%)
• I understand the motive moving away from tonal music. The topics on expressionism, minimalism, etc. made me feel so gloomy. Not because it is sad but because I personally don't find it interesting. Hearing those works hurts my soul. Sometimes I just don't see why it is necessary to be extra. I get it, it pushes the box but its not my cup of tea. There are some works that are okay but most of them are painful (to me). • The last talk about cultural appropriation. In most other genres outside of western art music, various culturally rooted musical elements exist in the music of artists who are not of that respective culture. Most people seem to not have an issue, including those belonging to that culture. Maybe I am misunderstanding? • I did not really like the 12 tone music • This is mainly theory and we didn't touch on it too much, but 12-tone music. • N/A • Debussy. • N/A • -- • None • I found some of the topics about rows and retrogrades to be confusing. • It was harder to retain details about jazz. • none • It's not Dr. Brook's fault at all, but I personally disliked the couple operas we looked at that had to do with violence against women/rape/etc. It's an unfortunate norm, of course in a much greater capacity in the past, but I think it's important we still study them, even if it's hard. • I will never understand 12-tone music. • I don't dislike it but the later period of Jazz is so confusing to analyze, Musical characteristics feel difficult to separate out.	

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	15/33 (45.45%)
• I think I would prepare myself more on projects. I was always very good at handing in assignments. The time to get started on it would be much later than I prefer. I would also be more prepared in my discussions. I feel everyone has really good and solid points, then its my turn and I feel like I don't belong. For example, when someone in class talks about a composer and how that relates to physics--all I got is I like cheese. • BUY THE DIGITAL ANTHOLOGY WITH TRACKS RIGHT AWAY. I REPEAT. MESSAGE TO FUTURE STUDENTS: BUY THE DIGITAL ANTHOLOGY RIGHT AWAY IF POSSIBLE. As someone who bought it a few days before the first exam and still did well, it is still not psychologically worth it. Please do not do that to yourself. • I would have listened to the pieces given every week more because I didn't realize how hard it would be because some of them are very similar • I would give myself more time to prepare. • Preparing more in advance for exams. • I would work harder on remembering the listening examples. • More discussions about musical philosophy • -- • No. Maybe not have a pandemic • I would definitely make sure I allotted more time with the Wednesday lectures online. As well, I wish that when I was in person, I took the class more seriously. Sometimes, as students we get caught up with everything in Crane, but I wish I took it more seriously. • Work on assignments sooner than later • i wouldnt • I think I would just leave more time for myself on a weekly basis to work on memorization. • I would LISTEN more. I think thats what matters most in the end. • More flash cards, for a normal semester and keeping a list of musical characteristics off for reference	

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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	15/33 (45.45%)
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- Music curriculum-- being aware of the different things going on besides my own.
- Adding recorded samples that are not necessarily melodic in nature Example: Come out to show them
- n/a
- Taking inspiration from other artists
- The idea of not having to be experienced at all to play music as mentioned in the last lecture was interesting and could be used in pedagogy.
- Thinking more about specific characteristics rather than general characteristics.
- A larger desire to listen to a wider range of music
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- The knowledge of varying 21st century compositional techniques
- I think the way this class was approached remotely. I think I would be more understanding in my teaching and put myself in my students shoes more. As well, I would approach my classes with more of an interactive approach. I think it is important to interact with others and we truly need that to be more interactive in our other courses, as well.
- Time Management
- know more about the rep i play
- I, personally, am not the most devoted musician and don't spend nearly as much time practicing as others. I often feel like I don't belong in Crane or that I'm not good enough because I just don't want to be a classical musician as desperately as the rest. But, being able to study music that was affiliated with social and political issues I care deeply about (far more than I care about being a good musician), sparked something in me that I haven't felt since I was an overzealous freshman. I am going to delve into this niche of music to search for repertoire and maybe reignite that flame in myself that has been lost. I will be forever grateful to Dr. Brooks for giving me that hope.
- There are a lot of things. If I had to pick one, it would be to always consider the social context of any art I am engaging with.
- N/A