

# SUNY Potsdam

## Spring 2020 Pilot

**Course:** 82135\_MUCH495.001\_MUCH695.002\_brooksem\_SPRING20: MUSIC/POLITICS/POWER POST1945 - Brooks - Spring 2020

**Instructor:** Erin Brooks \*

**Response Rate:** 14/16 (87.50 %)

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

| Response Option               | Weight | Frequency     | Percent | Percent Responses |  |
|-------------------------------|--------|---------------|---------|-------------------|--|
| Major-required                | (6)    | 6             | 42.86%  |                   |  |
| Major-elective                | (5)    | 8             | 57.14%  |                   |  |
| 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%   |                   |  |
| <b>Response Rate</b>          |        | 14/16 (87.5%) |         |                   |  |

### 2 - Class Year:

| Response Option      | Weight | Frequency | Percent | Percent Responses | Means         |
|----------------------|--------|-----------|---------|-------------------|---------------|
| Freshman             | (6)    | 0         | 0.00%   |                   |               |
| Sophomore            | (5)    | 0         | 0.00%   |                   |               |
| Junior               | (4)    | 6         | 42.86%  |                   |               |
| Senior               | (3)    | 5         | 35.71%  |                   |               |
| Graduate             | (2)    | 2         | 14.29%  |                   |               |
| Other                | (1)    | 1         | 7.14%   |                   |               |
|                      |        |           |         | 0 25 50 100       | Question      |
| <b>Response Rate</b> |        |           |         | <b>Mean</b>       | <b>STD</b>    |
| 14/16 (87.50%)       |        |           |         | 3.14              | 0.95          |
|                      |        |           |         |                   | <b>Median</b> |
|                      |        |           |         |                   | 3.00          |

### 3 - Expected grade:

| Response Option      | Weight | Frequency | Percent | Percent Responses | Means         |
|----------------------|--------|-----------|---------|-------------------|---------------|
| 4.0                  | (13)   | 11        | 78.57%  |                   |               |
| 3.7                  | (12)   | 3         | 21.43%  |                   |               |
| 3.3                  | (11)   | 0         | 0.00%   |                   |               |
| 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%   |                   |               |
|                      |        |           |         | 0 25 50 100       | Question      |
| <b>Response Rate</b> |        |           |         | <b>Mean</b>       | <b>STD</b>    |
| 14/16 (87.50%)       |        |           |         | 12.79             | 0.43          |
|                      |        |           |         |                   | <b>Median</b> |
|                      |        |           |         |                   | 13.00         |

### 4 - I attended class:

| Response Option      | Weight | Frequency | Percent | Percent Responses | Means         |
|----------------------|--------|-----------|---------|-------------------|---------------|
| Always               | (5)    | 13        | 92.86%  |                   |               |
| Frequently           | (4)    | 1         | 7.14%   |                   |               |
| Moderately           | (3)    | 0         | 0.00%   |                   |               |
| Occasionally         | (2)    | 0         | 0.00%   |                   |               |
| Rarely               | (1)    | 0         | 0.00%   |                   |               |
|                      |        |           |         | 0 25 50 100       | Question      |
| <b>Response Rate</b> |        |           |         | <b>Mean</b>       | <b>STD</b>    |
| 14/16 (87.50%)       |        |           |         | 4.93              | 0.27          |
|                      |        |           |         |                   | <b>Median</b> |
|                      |        |           |         |                   | 5.00          |

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**Response Rate:** 14/16 (87.50 %)

### 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)    | 1         | 7.14%   |                   |          |      |  |        |
| 6-8             | (4)    | 1         | 7.14%   |                   |          |      |  |        |
| 4-5             | (3)    | 7         | 50.00%  |                   |          |      |  |        |
| 2-3             | (2)    | 5         | 35.71%  |                   |          |      |  |        |
| 0-1             | (1)    | 0         | 0.00%   |                   |          |      |  |        |
|                 |        |           |         | 0 25 50 100       | Question |      |  |        |
| Response Rate   |        |           |         | Mean              |          | STD  |  | Median |
| 14/16 (87.50%)  |        |           |         | 2.86              |          | 0.86 |  | 3.00   |

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

| Response Option | Weight | Frequency | Percent | Percent Responses | Means    |      |  |        |
|-----------------|--------|-----------|---------|-------------------|----------|------|--|--------|
| Very active     | (5)    | 4         | 28.57%  |                   |          |      |  |        |
| Active          | (4)    | 8         | 57.14%  |                   |          |      |  |        |
| Moderate        | (3)    | 2         | 14.29%  |                   |          |      |  |        |
| Minimal         | (2)    | 0         | 0.00%   |                   |          |      |  |        |
| Not active      | (1)    | 0         | 0.00%   |                   |          |      |  |        |
|                 |        |           |         | 0 25 50 100       | Question |      |  |        |
| Response Rate   |        |           |         | Mean              |          | STD  |  | Median |
| 14/16 (87.50%)  |        |           |         | 4.14              |          | 0.66 |  | 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)    | 11        | 78.57%  |                   |          |      |  |        |
| Good            | (4)    | 2         | 14.29%  |                   |          |      |  |        |
| Adequate        | (3)    | 1         | 7.14%   |                   |          |      |  |        |
| Poor            | (2)    | 0         | 0.00%   |                   |          |      |  |        |
| Very Poor       | (1)    | 0         | 0.00%   |                   |          |      |  |        |
|                 |        |           |         | 0 25 50 100       | Question |      |  |        |
| Response Rate   |        |           |         | Mean              |          | STD  |  | Median |
| 14/16 (87.50%)  |        |           |         | 4.71              |          | 0.61 |  | 5.00   |

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

| Response Option   | Weight | Frequency | Percent | Percent Responses | Means    |      |  |        |
|-------------------|--------|-----------|---------|-------------------|----------|------|--|--------|
| Strongly Agree    | (5)    | 14        | 100.00% |                   |          |      |  |        |
| Agree             | (4)    | 0         | 0.00%   |                   |          |      |  |        |
| 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 |
| 14/16 (87.50%)    |        |           |         | 5.00              |          | 0.00 |  | 5.00   |

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**Response Rate:** 14/16 (87.50 %)

### 9 - Erin Brooks's teaching is effective. -

| Response Option   | Weight | Frequency | Percent | Percent Responses | Means    |      |  |        |
|-------------------|--------|-----------|---------|-------------------|----------|------|--|--------|
| Strongly Agree    | (5)    | 13        | 92.86%  |                   |          | 4.93 |  |        |
| Agree             | (4)    | 1         | 7.14%   |                   |          |      |  |        |
| 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 |
| 14/16 (87.50%)    |        |           |         | 4.93              |          | 0.27 |  | 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        | 85.71%  |                   |          | 4.86 |  |        |
| Agree             | (4)    | 2         | 14.29%  |                   |          |      |  |        |
| 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 |
| 14/16 (87.50%)    |        |           |         | 4.86              |          | 0.36 |  | 5.00   |

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

| Response Option   | Weight | Frequency | Percent | Percent Responses | Means    |      |  |        |
|-------------------|--------|-----------|---------|-------------------|----------|------|--|--------|
| Strongly Agree    | (5)    | 13        | 92.86%  |                   |          | 4.86 |  |        |
| Agree             | (4)    | 0         | 0.00%   |                   |          |      |  |        |
| Neutral           | (3)    | 1         | 7.14%   |                   |          |      |  |        |
| 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 |
| 14/16 (87.50%)    |        |           |         | 4.86              |          | 0.53 |  | 5.00   |

### 12 - Examinations relate well to the stated course objectives.

| Response Option   | Weight | Frequency | Percent | Percent Responses | Means    |      |  |        |
|-------------------|--------|-----------|---------|-------------------|----------|------|--|--------|
| Strongly Agree    | (5)    | 7         | 50.00%  |                   |          | 4.88 |  |        |
| Agree             | (4)    | 1         | 7.14%   |                   |          |      |  |        |
| Neutral           | (3)    | 0         | 0.00%   |                   |          |      |  |        |
| Disagree          | (2)    | 0         | 0.00%   |                   |          |      |  |        |
| Strongly Disagree | (1)    | 0         | 0.00%   |                   |          |      |  |        |
| Does not apply    | (0)    | 6         | 42.86%  |                   |          |      |  |        |
|                   |        |           |         | 0 25 50 100       | Question |      |  |        |
| Response Rate     |        |           |         | Mean              |          | STD  |  | Median |
| 14/16 (87.50%)    |        |           |         | 4.88              |          | 0.35 |  | 5.00   |

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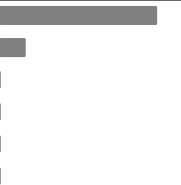
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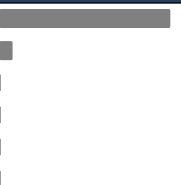
**Instructor:** Erin Brooks \*

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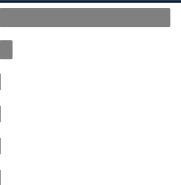
### 13 - The work required in this course relates well to the stated course objectives.

| Response Option   | Weight | Frequency | Percent | Percent Responses                                                                 | Means                                                                               |      |  |        |
|-------------------|--------|-----------|---------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|--|--------|
| Strongly Agree    | (5)    | 12        | 85.71%  |  |  | 4.86 |  |        |
| Agree             | (4)    | 2         | 14.29%  |                                                                                   |                                                                                     |      |  |        |
| 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 |
| 14/16 (87.50%)    |        |           |         | 4.86                                                                              |                                                                                     | 0.36 |  | 5.00   |

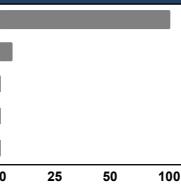
### 14 - Erin Brooks evaluates student performance fairly. -

| Response Option   | Weight | Frequency | Percent | Percent Responses                                                                  | Means                                                                                |      |  |        |
|-------------------|--------|-----------|---------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------|--|--------|
| Strongly Agree    | (5)    | 13        | 92.86%  |  |  | 4.93 |  |        |
| Agree             | (4)    | 1         | 7.14%   |                                                                                    |                                                                                      |      |  |        |
| 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 |
| 14/16 (87.50%)    |        |           |         | 4.93                                                                               |                                                                                      | 0.27 |  | 5.00   |

### 15 - I learned a great deal in this course.

| Response Option   | Weight | Frequency | Percent | Percent Responses                                                                   | Means                                                                                 |      |  |        |
|-------------------|--------|-----------|---------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|--|--------|
| Strongly Agree    | (5)    | 13        | 92.86%  |  |  | 4.93 |  |        |
| Agree             | (4)    | 1         | 7.14%   |                                                                                     |                                                                                       |      |  |        |
| 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 |
| 14/16 (87.50%)    |        |           |         | 4.93                                                                                |                                                                                       | 0.27 |  | 5.00   |

### 16 - Overall rating of Erin Brooks: -

| Response Option | Weight | Frequency | Percent | Percent Responses                                                                   | Means                                                                                 |      |  |        |
|-----------------|--------|-----------|---------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|--|--------|
| Excellent       | (5)    | 13        | 92.86%  |  |  | 4.93 |  |        |
| Good            | (4)    | 1         | 7.14%   |                                                                                     |                                                                                       |      |  |        |
| 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 |
| 14/16 (87.50%)  |        |           |         | 4.93                                                                                |                                                                                       | 0.27 |  | 5.00   |

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**Instructor:** Erin Brooks \*

**Response Rate:** 14/16 (87.50 %)

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

|                      |                |
|----------------------|----------------|
| <b>Response Rate</b> | 11/16 (68.75%) |
|----------------------|----------------|

- The course involved lots of long readings, though they were very relevant to the topics we would discuss in class. The semester long podcast project was demanding and tricky depending on which topic was chosen, but open ended. Grading is not very laid out.
- I have learned more in this course than in any of my other courses at Crane. Dr. Brooks is so intelligent and she is an incredible teacher. In this course we learned so much about history and music connecting to power. Dr. Brooks knows how to make students think and the course is structured SO well. Our readings, discussion and podcast project were all incredible ways to engage learners.
- I really enjoyed this class as a whole. Each of the assigned readings were interesting. Additionally, discussions were very informative and engaging.
- Although the class can be depressing at times, it provides us with a very different take on how to perceive music, which I really appreciate. The Motown week was one of my favorites and I would have loved to have done more music outside of the classical realm in this class. I thought Dr. Brooks did a great job adjusting the curriculum for the online format!
- The course helped me learn about how politics and music intertwine throughout history and how to think critically about being a musician.
- Amazing topics. Often a lot of professors shy away from topics in class, and they were well spoken of in class. I think the way the class was handled online for distance learning was really well. I enjoyed the online meeting lectures as well as the discussion forums. I like the ending final project but I prefer if we presented all the hard we put together rather than a peer partner doing it. But overall great course and well directed.
- All of the course content is clearly stated in the syllabus and on the moodle page.
- The course content aligned well with what was outlined in the syllabus, and the areas of conversation were rich and intriguing throughout the course.
- I found the course to be very interesting and educative. Subject matter related well to the overall theme of the class and the general pattern of reading and discussion was a helpful way to digest the information and learn from other peoples' take aways and perspectives. I also think that the final individual research project was a nice way to tie the class together with something individual for each student as opposed to a test to recap all the topics from the semester.
- This course is designed to teach us about music and how that effective power and politics!
- This was a fabulous course. I love that it was structured to foster thought-provoking discussion in class. Sometimes it is difficult to speak up in classes, but Dr. Brooks creates a safe environment where everyone feels their input is valid. The structure of this course was also very well thought out. We had a nice variety of readings, lectures, and discussion topics. I really appreciated that we got wide views of topics as the reading, lectures, and discussions weren't always necessarily focusing on the same things. I thought the final research project was laid out in a very thoughtful way. I appreciated having it all broken down into spaced out goals. I think Dr. Brooks was also able to make this class just as fruitful when we transitioned to online classes. I loved the structure she put in place. While in some of my other classes I feel the switch to online learning deprived me of getting the full potential out of the class, Dr. Brooks' work to maintain the integrity of this class was very much appreciated.

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

|                      |             |
|----------------------|-------------|
| <b>Response Rate</b> | 12/16 (75%) |
|----------------------|-------------|

- She is a very nice professor who encourages tough conversations to further our thinking on topics we may not have thought about much. I definitely think that because we were encouraged to think about these topics, that I can use these discussions in the future.
- Dr. Brooks is a phenomenal lecturer. She always has me fully engaged and she is so great at encouraging students to speak without "calling them out" in a negative way. She just genuinely wants to listen to us speak and I appreciate that so much. Dr. Brooks is also extremely organized. As students, we need structure and clarity and Dr. Brooks is definitely the most successful professor in achieving that. I really have nothing negative to say about Dr. Brooks and her teaching. She is one of the best professors at Crane and I'm so excited to take my third class with her in the fall. Dr. Brooks was also incredible during the transition of the pandemic. She made our course as normal as possible by creating a structure for us immediately which helped me immensely. She's one of the only professors that I had that really stepped up during this transition and put us first, so thank you! Dr. Brooks, you are such a beloved faculty member of so many students at Crane. Thank you for everything you have taught me. I look forward to learning more from you!
- Given the circumstances, I greatly appreciated how accommodating and flexible Dr. Brooks was for all of us in the class.
- I love Dr. Brooks' classes. She is such an interesting story-teller. I love her passion for the topics she brings to class and how understanding she is of her students. She's the best! I absolutely would take another course with her.
- Dr. Brooks is one of my favorite professors at Crane. I've enjoyed taking all of the classes I've had with her. Although I like peer reviews, I would have liked to have gotten some critiques from her on my writing.
- Dr. Brooks is very knowledgeable about music history and encourages students to speak up without being pushy.
- Amazing professor who discusses well of harder topics. Offers good resources and an outlet for hard topics. Another amazing upper division class taught by the only person I'd want to take it with. I enjoy the topics, readings, and discussions.
- Dr. Brooks is an excellent professor. Her class has promoted deep discussion and communication about modern and past problems.
- Dr. Brooks is knowledgeable and a great discussion leader. She challenges student perspective fairly in order to expand our depth of thinking, which is expected, but not always present in professors.
- Erin Brooks clearly has a passion for the subject and did a wonderful job of translating that passion into engaging class discussions. She was able to affectively enable all students in the class to participate and bring together all the topics covered in the class into one cohesive semester.
- Dr. Brooks is one of the best professors that I have had here at Crane! She is very knowledgeable about each subject matter that she teaches! I have learned a great deal in this class and how this will be an amazing topic that I could either teach one day if I had to!
- Dr. Brooks is an exceptional professor and Crane is lucky to have her. She has so much knowledge about the subjects she teaches and finds fun and engaging ways to share that information with her students. She is also able to form meaningful relationship with her students by always making an effort to check in on us. She is extremely organized and always has information and expectations for assignments clearly laid out and available. I can't think of any weaknesses. This is my second class with Dr. Brooks and I wish I could be taking more!

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**Instructor:** Erin Brooks \*

**Response Rate:** 14/16 (87.50 %)

### 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 | 14/16 (87.5%) |
|---------------|---------------|
|---------------|---------------|

- yes, I felt like I was able to meet the deadlines majority of the time. Special circumstances were handled fairly I believe.
- Yes! Thank you for always valuing my opinion in class. I would have loved to maybe have another meeting or two about the project, but I understand that the pandemic got in the way and you also have more classes.
- Yes I believe she did.
- Yes
- Yes
- Yes (besides what I wrote above about writing critiques)
- Yes
- Yes always answered questions and encouraged discussions.
- Yes, she spaced each assignment out perfectly.
- Yes, and occasionally offered extensions on assignments, which was nice.
- Yes, it was clear that she cared about student progress in her class and took the time to help anyone who needed it.
- Yes
- Dr. Brooks was always there if we needed to talk to her about something in terms of class content or just wanted to talk about personal stuff that is going on in your life.
- Yes. Dr. Brooks is always available to answer questions or offer help on an assignment. She also makes an effort to bring up everyone's discussion responses in class and takes time to give intelligent responses to everyone's who speaks up in discussions.

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

| Response Rate | 14/16 (87.5%) |
|---------------|---------------|
|---------------|---------------|

- yes, assignments were clearly explained.
- Yes. She not only explained topics, but she provided lenses from several perspectives which I believe is key in any history class. Lectures are truly incredible.
- Dr. Brooks did an excellent job explaining how our topics related to music and politics
- Yes
- yes
- Yes, though the forum was a bit hard to understand at first in my opinion
- Yes
- Yes really well and spoke with extra resources. Always had more information to back up.
- Yes, Dr. Brooks explained each topic in a great amount of depth.
- Thoroughly
- Yes, she did a wonderful job of explaining course assignments and objectives as well as topics being covered.
- Yes
- She did explain all matters through discussions that we would have during the class time.
- 100%. Every topic was given equal care and attention. Dr. Brooks is always able to answer any question students come up with.

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**Instructor:** Erin Brooks \*

**Response Rate:** 14/16 (87.50 %)

**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** 14/16 (87.5%)

- Classes ran smoothly due to her positive attitude even though the discussions could be heavy at times due to the topic. She was able to further the conversations so we could grow and develop through them.
- Dr. Brooks is an incredible professor. Always on time and if not, then a minute late (but the same can go for every person). She was prepared for every single class. Dr. Brooks always speaks with intention and purpose.
- She was usually on time, maybe one or two minutes late occasionally. She was always prepared for the day's lesson and had so much to say sometimes that we would run out of class time.
- Never had any issues with being on time and prepared
- prompt and yes
- I always thought that Dr. Brooks was well-prepared for every class, though sometimes I wish we would move through the material more quickly instead of review so much from the prior class
- Dr. Brooks was always prompt to class and she came prepared with an activity or a lesson every day.
- Always came to class prepared and with intellect to add to discussions.
- Dr. Brooks is one of the most professional individuals I have had the pleasure of meeting. She was never late and always kind.
- Always prepared, would have liked a little less chatter on the front and back end of virtual classes
- Erin Brooks is clearly passionate about teaching this topic. She was able to keep a manner of professionalism while making the class fun and interesting.
- I thought that Dr. Brooks was always prepared for class & ready to teach.
- She was always prompt to class. When COVID started, I knew that it would be hard to let everyone into the Zoom meetings on time so that was a problem.
- Dr. Brooks is always in class and on time. She always has a positive attitude that is contagious to her students. This is very helpful at 8:00am. Dr. Brooks is always prepared. She always has a plan for the day that really helps to use our class time in the most productive way.

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

**Response Rate** 14/16 (87.5%)

- I enjoyed hearing multiple opinions about topics that I might not have thought about. It broadened my view on music, politics, and power.
- Discussion and the variety of topics. There are so many things I learned in this course whether that be music, people, places, events and politics. Every lecture was so enjoyable. I also really love the podcast. It was scaffolded so well to ensure success. The readings were all so interesting. I've never read so much before, but I read every single article assigned in this class because Dr. Brooks knows what we want to read and what we will find interesting.
- I really enjoyed learning that music and politics can be applied to plenty of different genres. I really liked learning how musicians used their talents and apply it to a political stance.
- I liked the overall discussion-oriented structure
- I learned a lot of great music about issues I didn't know classical music was written about, i.e. aids crisis.
- I'm always a fan of open discussions on our reading assignments!
- Seeing how music can be a powerful tool throughout history.
- Discussions on harder topics.
- The open communication was extremely inviting and helpful.
- Any and all discussions during class, particularly those on protest movements.
- I found class discussions to be very helpful and engaging.
- I liked the mix of different topics & how some were event-based while others focused on a specific ideology.
- I really enjoyed the discussions actually and to see different sides to everyone's opinions and have personal beliefs!
- I found the discussions in this class very enjoyable. I thought that they really helped solidify the subject matter and it was very interesting to hear my classmate's perspectives on the topics.

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**Instructor:** Erin Brooks \*

**Response Rate:** 14/16 (87.50 %)

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

| Response Rate | 14/16 (87.5%) |
|---------------|---------------|
|---------------|---------------|

- I think it was hard at times to come up with my own opinions. Some of the topics are very sensitive and I did not want to state a "wrong" opinion or word my thought the wrong way, or sometimes I simply had not come to my own conclusions yet.
- The course load is a decent amount, but I enjoyed. Any student that is prepared to delve a little deeper in their studies should take this class. In my opinion, anyone that complains about the course load probably shouldn't be taking upper division classes.
- I would say the readings. Most of the readings were really good, but maybe one or two were very difficult to understand. I felt these used a lot of mature words and I would have to read a sentence over a few times to understand what it meant.
- Nothing was too challenging
- 8 am
- Some readings were definitely hard to get through with everything else I had to do for other classes
- Staying on top of my projects during quarantine, but it is no fault of the course or the instructor.
- The readings were long and wordy with challenging words BUT this is understandable for the upper division course.
- The readings were both challenging but not impossible.
- Discussions for the week often delved into difficult readings.
- Some of the topics are particularly heavy, but they were handled with care.
- I don't know how much control (if any) you have over this, but I thought the time class met was quite horrible.
- Keeping up with the readings. I know for me personally I learn better from hearing more so from looking at a page for a couple of hours so I would say maybe some documentaries about each subject so we as students can get more context on whats going on.
- Sometimes I found it challenging to read about the depressing subject matter. This class definitely provokes some necessary reflection on humanity. I do appreciate that Dr. Brooks always recognized that this material was hard to deal with and always said that if it was particularly difficult for us or harmful for our mental health that she wanted us to feel open to reach out to her to talk about that.

### 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 | 14/16 (87.5%) |
|---------------|---------------|
|---------------|---------------|

- I found the reading on 9/11 to be challenging and devastating to read, but it also brought up ideas about memorial music that I had not previously thought about such as who is being remembered and how touchy memorials can be. I also think that the reading about cultural appropriation was quite useful to the sensitive topic, as it really brought up important points of how to possibly go avoid cultural appropriation, and possible definitions when a bunch of people in the class were unfamiliar with the specific term.
- My favorite reading were: Ben Arnold Vietnam article, Ingrid Monson Civil Rights article, and Joseph Auner article The readings got better and better as the semester continued.
- My favorite subjects were Post WWII, Motown, Jazz and Civil Rights, and Feminism.
- I enjoyed the discussions on war music and memorials
- war requiem, oliveros, motown, aids crisis, 9/11
- I loved the Motown lecture and I found the AIDS reading to be very interesting, as well as the Pauline Oliveros
- The Ansari reading about Copland.
- the reading for the week on cultural appropriation was super useful as a class and personally. Also the piece for 9/11 really added to discussion.
- The section on the evolution of electronic music and how it affected politics.
- As mentioned before, I particularly enjoyed the readings on protest music, as well as the Motown reading.
- I found many of the readings to be helpful and engaging, and they all helped iterate main ideas for the topic being covered each week. I enjoyed the Ingrid Monson reading, as well as our final reading by Cheng.
- I think my favorite topics were music in the cold war, cultural appropriation, and music as pain.
- I think the reading from the Motown week. I really was intrigued about how Motown was run.
- I found all of the topics interesting. I thought there was a really nice variety of topics. Particularly I found the discussion on cultural appropriation, the HIV/AIDS pandemic, Motown, and music in the concentration camps quite intriguing.

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**Instructor:** Erin Brooks \*

**Response Rate:** 14/16 (87.50 %)

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 14/16 (87.5%) |
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| <ul style="list-style-type: none"><li>• The reading about feminism was confusing to me as some of the points seemed to contradict previous statements. I may have interpreted what was said wrong, though I did not necessarily comprehend the true goal by the interview reading.</li><li>• I thought the Pauline Oliveros interview was pretty difficult, but important. I think that maybe including an additional reading on feminism might help preface the interview article. The serialism and Pierre Boulez was also difficult, but that makes sense! The lectures usually helped put it all together.</li><li>• Serialism and Electronic music confused me just because I'm not familiar enough with them to understand</li><li>• I found myself struggling a bit with the reading on cultural appropriation</li><li>• n/a</li><li>• I felt like we dwelled on Copland a bit too much so I got bored after some time</li><li>• I enjoyed all of the readings.</li><li>• The readings weren't challenging topic wise just the large words and long reading on a computer screen were not ideal.</li><li>• I can't think of any.</li><li>• Nothing stands out, some readings were quite dense.</li><li>• Some of the topics were heavy, but there weren't any that I particularly disliked.</li><li>• N/A</li><li>• I think the reading of jazz in the civil rights movement was very confusing for me and how jazz impacted the civil rights movement didn't really click with me until I did my project on this topic.</li><li>• I found some of the discussion of Cold War politics a little confusing. This was only because I didn't have a solid understanding of terms connected to this period from previous history education. I do think, however, that the discussion of the Cold War in this class helped me feel more educated about the time period as a whole.</li></ul> |               |

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 14/16 (87.5%) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <ul style="list-style-type: none"><li>• I believe that I would go about the course the same way. I would do the readings and keep up with the work among my other responsibilities. I used my time to read and try to comprehend the goal of each reading and how it is used in the context of the class, and then took in what others in the class had to say. It was useful to hear different viewpoints about one reading, when so many people could interpret it many ways.</li><li>• I think I was more successful in reading the articles more closely once class went remote. I do wish that the podcast project was more spread out, but that didn't happen because of the pandemic. I do think I prepared a lot though. I would probably try to take more notes about articles because sometimes I'd read the article really early and then by the time we'd discuss, I'd forget some of the information. I'm going to try and do that for the last week of class actually!</li><li>• I would take more times with the readings to really understand the context.</li><li>• I don't think I would change anything</li><li>• I would have allotted more time for the readings</li><li>• I wish I had come with a few key points marked from every reading that I was able to discuss in class. I'd read things on Monday and forget what I read by the time Wednesday came around</li><li>• I would begin working on my project earlier and be better about using my time.</li><li>• Always! If there wasn't a class already for upper division courses that I already took, I would and want to take another class. I would definitely ask more questions during class. I would print the papers rather than screen (even if they're 20 pages long) but also take notes throughout the whole thing. Maybe ask for the extra resources and take you up on the extra studies.</li><li>• I would focus on the readings more intently.</li><li>• I'm not sure I would change anything.</li><li>• I think some additional background on politics and some of the topics may be helpful if I were to take the class again since I didn't have a lot of experience with the content of the class.</li><li>• I think I would give myself more time on the final project, and I would remember due dates earlier.</li><li>• I think that I need to come more prepared for do a lot of reading and set time aside to do those readings that were assigned.</li><li>• If I was to take a class like this again I might try a different approach to doing some of the readings. I got easily bogged down with certain readings that were quite long and I think if I would've broken them into chunks to read over the allotted time I might have gotten more out of them.</li></ul> |               |

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**Instructor:** Erin Brooks \*

**Response Rate:** 14/16 (87.50 %)

**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 14/16 (87.5%) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <ul style="list-style-type: none"> <li>• I think that thinking about the context of the piece from a political or power structured standpoint will definitely be used in the future inc regards to my musicianship. Knowing the political context of the composer, era, topic, genre, and intention of the piece of music can definitely help me to branch out as a musician.</li> <li>• This encourages me to incorporate more research into the pieces I perform with future students. This course really made me excited to hopefully be able to teach a Music History elective in high school! I hope I get that opportunity because I think Dr. Brooks provides a great structure and sequence to copy cat that could be modified for k-12 teaching. Thank you Dr. Brooks!!!!</li> <li>• Take time when learning a piece and see if it has any deeper meaning than what lies at the surface.</li> <li>• I realized that more music is related to politics and/or power than I had thought. I will be sure to look more into the context surrounding music that I learn/perform/teach in the future</li> <li>• music as a weapon! Interesting pov to consider.</li> <li>• N/A</li> <li>• I would like to be more aware of how the music I play can affect people.</li> <li>• I want to look up more history of the era in which my pieces or rep. were composed. To better understand what the composer was dealing with. This way I could understand the reasoning behind writing a piece. I want to know what was happening in all aspects not just musical, the politics and cultural aspects.</li> <li>• Making reading the forums mandatory. At least the discussion leader's posts. They provide a different opinion other than your own.</li> <li>• We often talk about how music has emotional impact on individuals in the education field, but this class gives us a more holistic view in how music can impact an entire culture.</li> <li>• I really enjoyed the emphasis on class discussion. I found this a wonderful way to get additional information and clarification from not only the teacher, but also my classmates.</li> <li>• I think I would take ideas from Pauline Oliveros' ideas, the work about decolonizing music/cultural appropriation, and music as pain to implement in my own teaching.</li> <li>• I think this class had me think more about how music was written and how the composers and artists wrote their music to be heard.</li> <li>• This class really solidified my view of the overall power of music. Whether that be for good or bad, for political purposes or for emotional purposes, or whatever it may be. I think this is a really important thing to acknowledge as a musician. I also think this class has made me more aware that it is important to research pieces that you plan to perform or whatnot because they might have a message attached to them that you may not want to project, or they may have a message connected to them that resonates with you and which you would like to focus in on.</li> </ul> |               |