

SUNY Potsdam

Spring 2021 Course Survey

Course: 86003_MUCH495.001_brooksem_SPRING21: OPERA & RACE IN THE USA - Brooks - Spring 2021
Instructor: Erin Brooks *
Response Rate: 13/16 (81.25 %)

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

Response Option	Weight	Frequency	Percent	Percent Responses	
Major-required	(6)	6	46.15%		
Major-elective	(5)	7	53.85%		
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		13/16 (81.25%)			

2 - Class Year:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman	(6)	0	0.00%		
Sophomore	(5)	0	0.00%		
Junior	(4)	7	53.85%		
Senior	(3)	5	38.46%		
Graduate	(2)	1	7.69%		
Other	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
13/16 (81.25%)				3.46	0.66
					Median
					4.00

3 - Expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
4.0	(13)	9	69.23%		
3.7	(12)	2	15.38%		
3.3	(11)	2	15.38%		
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
Response Rate				Mean	STD
13/16 (81.25%)				12.54	0.78
					Median
					13.00

4 - I attended class:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(5)	13	100.00%		
Frequently	(4)	0	0.00%		
Moderately	(3)	0	0.00%		
Occasionally	(2)	0	0.00%		
Rarely	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
13/16 (81.25%)				5.00	0.00
					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)	0	0.00%					
4-5	(3)	6	46.15%					
2-3	(2)	6	46.15%					
0-1	(1)	1	7.69%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				2.38		0.65		2.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very active	(5)	5	38.46%					
Active	(4)	6	46.15%					
Moderate	(3)	2	15.38%					
Minimal	(2)	0	0.00%					
Not active	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.23		0.73		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	61.54%					
Good	(4)	4	30.77%					
Adequate	(3)	1	7.69%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.54		0.66		5.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	13	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
13/16 (81.25%)				5.00		0.00		5.00

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9 - Erin Brooks's teaching is effective. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	92.31%			4.85		
Agree	(4)	0	0.00%					
Neutral	(3)	1	7.69%					
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
13/16 (81.25%)				4.85		0.55		5.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	11	84.62%			4.77		
Agree	(4)	1	7.69%					
Neutral	(3)	1	7.69%					
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
13/16 (81.25%)				4.77		0.60		5.00

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

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	10	76.92%			4.77		
Agree	(4)	3	23.08%					
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
13/16 (81.25%)				4.77		0.44		5.00

12 - Examinations relate well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	7	53.85%			4.88		
Agree	(4)	1	7.69%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	5	38.46%					
				02550100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.88		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)	12	92.31%		4.92			
Agree	(4)	1	7.69%					
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
13/16 (81.25%)				4.92		0.28		5.00

14 - Erin Brooks evaluates student performance fairly. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	92.31%		4.92			
Agree	(4)	1	7.69%					
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
13/16 (81.25%)				4.92		0.28		5.00

15 - I learned a great deal in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	12	92.31%		4.85			
Agree	(4)	0	0.00%					
Neutral	(3)	1	7.69%					
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
13/16 (81.25%)				4.85		0.55		5.00

16 - Overall rating of Erin Brooks: -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	12	92.31%		4.85			
Good	(4)	0	0.00%					
Adequate	(3)	1	7.69%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
13/16 (81.25%)				4.85		0.55		5.00

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

Response Rate	13/16 (81.25%)
• This was such an interesting class to take! I really enjoyed learning about this subject a lot and reading/listening to various works I had previously not known about. I didn't have many problems with how the class was organized, especially in an online format. However, we should have had more time for the Term Project. It was introduced in Week 3 and then we had only 1 week at the end to do the project with guidance from Dr. Brooks. Why? It stressed me out and I felt SO unmotivated to do the project. Dr. Brooks should have given us more time or she should have put all of the steps to the project right away and we could've done the podcast on our own without having to worry about Dr. Brooks' pacing. It was not good pacing at all for the final also because we got NO feedback on ANY of the parts. It's so hard to successfully pull off a project like this when we have no feedback. • This is an amazing and necessary course. • The course is really interesting, I really liked the way that it talked about a variety of topics. I wish we had more class participation, but I understand why Dr. Brooks is lenient on cameras etc. • I thought that the course overall was very well structured and had a good development as we moved through the twentieth century. I think that, at times, the course being centered on the United States made it a bit constricting and kept us from evaluating other problematic operas, such as Turandot. I think that opening up the course to include Europe and other parts of the world would make for a more holistic and complete review of race as it relates to opera. Not to say that the course was not highly informative and interesting, I just think that opening it up could help it span more topics of interest and value. • This course has been a brilliant review of how opera has been effected by race and how race has been effected by opera throughout its history in the United States. This course has opened up conversations that are very necessary between students, been an opportunity to understand and learn from each other, and filled our repertoire with new works and knowledges that will lead us through future work in this area. The greatest effect of this class is its ability to fill in some of the gaps that exist in our Classical repertoire's history. We take a moment to understand that Western music does not mean white music, how the structures we have built up work to remove Black, Indigenous, and POC artists from our history books, and where we need to go from here as a subject. These conversations are powerful, effective, and deeply necessary. • A deep dive into opera's intersections with race, gender, and other unique identities pertinent to the world of opera was truly eye-opening. In a world where hyper-awareness of politics can so often lead to fanatical beliefs, this course was able to cut through and consult the roots of problems regarding opera, the companies that produce them, and the performers who sing them. Even though I've always tried to keep up with these issues independently, the course showed me problems that have bubbled for a while which I was totally oblivious to. • Although opera has never been my strong suit, this course was engaging and interesting to learn from, thank to Dr. Brooks. • I adored our discussions in this class and thought that we had a great mix of information from the readings and lectures in addition to questions and topics brought up during our class time conversations. Additionally, I like that our final podcast is a different type of term project than the typical research paper or presentation -- it has really encouraged me to dive deeply into different questions and topics that I would not generally have the freedom to explore in a more structured paper. This was a great class and I enjoyed it immensely! • This course offered a wonderful space for students to discuss personal stories and thoughts, relate them to the opera industry, learn about specific operas, composers, directors, companies, and performers, and made students think critically and philosophically on how to improve our opera industry and learn an grow. Outside work related perfectly to the course and often led to further personal exploration. I learned a lot in this class and enjoyed it thoroughly. • I really thought this class dived deep into today's issues. I think it was done really well in terms of covering a lot of bases that show how they culminated for today. I wish we were able to spend more time talking about more pieces of today, but what we were able to talk about were thought out and interesting. I think the work was also reasonable as well since all the articles related. I like thinking and conversing and this was able to let me do that in a safe space. I feel like I learned about so many new operas and people that I never knew as a violinist, which is unfortunate because that means so many don't realize either. It's also a shame this conversation about race and music isn't done more often in more general ed courses (or music courses at east). I believe it's extremely important to do so because it makes you look at a different perspective. • In this class, we discuss several topics according to the issues of race within opera. Such as: indianist opera, elitism in opera, exoticism, and more. Each week we are assigned a reading and a lecture where we have to take notes. On Thursday, we have a written assignment about what stood out to us. • This was a very fun and unique course. If it's run again, I'd suggest expanding the range beyond the USA. Otherwise, very good! • I think able to see our grades/feedback throughout the semester would've been helpful so that we could improve our work and make sure we aren't falling behind	

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

Response Rate	12/16 (75%)
• Dr. Brooks is probably the most inclusive professor and deserved that inclusivity award over a certain band professor who got it instead. I am NOT kidding. Captions on every lecture? Trauma-sensitive teaching? Ability to teach a wide range of topics in an appropriate manner? She makes EVERYONE feel safe and included. Brooks will even go out of her way to have a chat with you if you're struggling with ANYTHING, even things that don't have to do with her class. She is the very definition of a "safe space" professor, and I am SO happy she's on the faculty. The ONLY weakness she has is that she never returns homework for us to track how we're doing in the class. That's it. Such a minor thing. Everything else is awesome and Dr. Brooks should continue as she is right now because it is awesome. • Dr. Brooks is amazing! • Dr Brooks is phenomenal. She is competent, understanding, and kind. My only thing is that she always says she is available, and will individually respond to messages sent to her in the chat after class, but never did. Other than that, she is fantastic! • Erin Brooks is a wonderful instructor and does a great job engaging with her students and being attentive and sensitive to their individual needs. I personally would have appreciated a bit more guidance and personalized feedback on my final project submissions, but aside from that, I have zero complaints or concerns. I would extremely happily take another course from Dr. Brooks!!! • Dr. Brooks is a wonderful vessel of knowledge that knows she has a lot to gain from every one of her students. She treats us fairly, equally, and meets our needs where we are. She is somebody that I will call a mentor for life and hope to consider a colleague one day. • One of my favorite professors at Crane. She is understanding, kind-hearted, knowledgeable, and skilled at disseminating that knowledge within a dialogue rather than a one-way stream of information. She is always as open to learning as we are. Her high standards for our growth and achievement never come at the detriment of our confidence; her reassuring teaching style promotes a level of safety in participating in personal but critical discussions. • Dr. Brooks is a wonderful professor and human being. She is incredibly supportive and understanding for her students in any situation, and taking her class has been a highlight of this hard semester. Thank you! • Dr. Brooks is a fantastic professor and I really appreciated her kindness, understanding, and flexibility during this very challenging semester. I thoroughly enjoyed our class discussions and the great questions and ideas she brought up -- I especially liked that this class gave students the opportunity to really explore whatever we found interesting related to the course content, as in many other upper division courses this isn't always the case. I would love to take another course with Dr. Brooks in the future, should the opportunity arise! • Dr. Brooks always came to class enthusiastic about our class discussions. She makes every student feel welcomed, successful, and cared for. She handles difficult discussions excellently and embraces these discussions in a healthy way. She creates a safe and effective learning community. She is more than competent in this area and I feel honored to have been able to work with someone so intelligent and passionate. This class should be far more popular! Everyone should take it! • Dr. Brooks is extremely thoughtful and understanding. I think she was able to monitor these topics really well in terms of if issues got heavy she is able to navigate them. I guess one weakness would be time, because sometimes people would ramble (more or less) and not everyone would get a say, but also on other days people wouldn't engage at all so it's a flip of a coin. Maybe finding ways to promote more equal engagement would be nice. • I really appreciate Erin Brooks as our teacher, she is kind and very respectful towards the topics of discussion. I love how she gives everyone their time to speak. She validates everyone's opinions and experiences. I also appreciate how she doesn't force anyone to talk. My only suggestion would be (if she had the time) to respond privately to each paper. It would be nice to know her thoughts about it than just to send it in. • She handles the tough topics really well. If felt the tiniest bit like she was running out of ideas towards the end of the semester, but I think expanding the scope of the class would solve that issue	