



## Course and Instructor Evaluation Summary Department of Music

Chodos, Asher Tobin  
MUS 120C - Hist Mus in Westrn Culture III (A)  
Spring Quarter 2017

**Number of Students Enrolled: 17**  
**Number of Evaluations Submitted: 16**

### PLEASE COMMENT ON THE FOLLOWING:

1. Your class level is

2 (13.3%): Freshman  
3 (20.0%): Sophomore  
3 (20.0%): Junior  
7 (46.7%): Senior  
0 (0.0%): Graduate  
0 (0.0%): Extension  
0 (0.0%): Visitor  
1: [No Response]

2. Your reason for taking this class is

13 (86.7%): Major  
1 (6.7%): Minor  
1 (6.7%): Gen. Ed.  
0 (0.0%): Elective  
0 (0.0%): Interest  
1: [No Response]

3. What grade do you expect in this class?

7 (46.7%): A  
7 (46.7%): B  
1 (6.7%): C  
0 (0.0%): D  
0 (0.0%): F  
0 (0.0%): P  
0 (0.0%): NP  
1: [No Response]

## GENERAL QUESTIONS

4. I learned a great deal from this course.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 3 (21.4%): | Neither Agree nor Disagree |
| 8 (57.1%): | Agree                      |
| 3 (21.4%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 2:         | [No Response]              |

5. How many hours a week do you spend studying outside of class on average?

|            |               |
|------------|---------------|
| 1 (6.7%):  | 0-1           |
| 5 (33.3%): | 2-3           |
| 2 (13.3%): | 4-5           |
| 2 (13.3%): | 6-7           |
| 2 (13.3%): | 8-9           |
| 0 (0.0%):  | 10-11         |
| 3 (20.0%): | 12-13         |
| 0 (0.0%):  | 14-15         |
| 0 (0.0%):  | 16-17         |
| 0 (0.0%):  | 18-19         |
| 0 (0.0%):  | 20 or more    |
| 1:         | [No Response] |

6. How often do you attend this course?

|             |                  |
|-------------|------------------|
| 0 (0.0%):   | Very Rarely      |
| 2 (13.3%):  | Some of the Time |
| 13 (86.7%): | Most of the Time |
| 1:          | [No Response]    |

## COURSE MATERIAL MUS 120C

7. The course material is intellectually stimulating.

|            |                            |
|------------|----------------------------|
| 2 (13.3%): | Strongly Disagree          |
| 3 (20.0%): | Disagree                   |
| 1 (6.7%):  | Neither Agree nor Disagree |
| 6 (40.0%): | Agree                      |
| 3 (20.0%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

8. Assignments promote learning.

|            |                            |
|------------|----------------------------|
| 1 (6.7%):  | Strongly Disagree          |
| 1 (6.7%):  | Disagree                   |
| 1 (6.7%):  | Neither Agree nor Disagree |
| 7 (46.7%): | Agree                      |
| 5 (33.3%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

9. Required reading is useful.

|            |                            |
|------------|----------------------------|
| 1 (6.7%):  | Strongly Disagree          |
| 2 (13.3%): | Disagree                   |
| 4 (26.7%): | Neither Agree nor Disagree |
| 5 (33.3%): | Agree                      |
| 3 (20.0%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

10. This course is difficult relative to others.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 3 (20.0%): | Neither Agree nor Disagree |
| 6 (40.0%): | Agree                      |
| 6 (40.0%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

11. Exams are representative of the course material.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 2 (13.3%): | Disagree                   |
| 2 (13.3%): | Neither Agree nor Disagree |
| 6 (40.0%): | Agree                      |
| 5 (33.3%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

12. Do you recommend this course overall?

|             |     |
|-------------|-----|
| 11 (68.8%): | Yes |
| 5 (31.3%):  | No  |

13. Course MUS 120C:

- As a jazz major, I felt like it was incredibly unnecessary for me to be required to take a course on the history of classical music. I only did so because the music department required me to. Although the class included some history on jazz, it was only for about a week's worth of material. The class itself included an abundance of information, and I feel like I would have enjoyed it if I had an interest in studying classical music. Not a bad course by any means, but I believe it should only be a requirement for those focusing on classical music.
- It is by far the most difficult of the 120 series
- While i learned a lot, i feel that this course tries to cram too much into the 2 month quarter. Having only one class period to cover music giants like Brahms, Debussy, and completely ignoring many others is not ideal in my opinion
- Closed-minded view on music history. Made me question "why do I have to learn this."
- Music 120C is the last part of the Music 120 Series, and it was by far the most difficult & most

challenging! The workload is A LOT! Be prepared to listen to tons of music, read multiple chapters for one lecture, write in-depth analysis assignments, and just work hard!

- Very interesting class. Sheds light on some very important issues on colonization and racial structures in classical music. Although, it is very narrow for this day and age. It would make more sense to cover more of the world than just Western Europe in a \*required\* history course.
- Course is extremely boring but I would still recommend it. Very hard to hold attention.
- A lot of material to cover in such a short time. Not sure this should be required for all music majors

#### 14. Exams/Quizzes/Papers:

- All good and fair.
- Exams were complicated because there was a ton of memorization that we had to do to prepare. There were Listening IDs (name of the piece, name of the artist, why do you think it was that piece, etc.), Short Answers, and Essays that were all based on our lectures & sections.
- Exams are too difficult. If someone has a strong background in the music of the time period taught in the class, they might be ok. But for the average music student, the listening portions cover far too much material to digest. The reduced listening list for one of the tests was five hours long, and during the test, only about 10-25 seconds was played to allow students to identify the piece.
- Study for them or else you are screwed
- Papers were open topics, which allowed for students to learn and write on something they found interesting. Midterm's listening exams were somewhat unreasonable.
- Representative of course material. A bit specific in the questions.
- They were fair and representative of the material.
- Difficult but representative

#### 15. Reading [title(s) and comments]:

- Excessive amount of readings, but again, I may have only felt that way because I had no interest in the material.
- Sometimes the readings amounted to too much to handle/keep track. Everything the instructor assigned was relevant and stimulating, but many times it was too much to remember within the time period of one quarter.
- Reading from textbook was not helpful for anything other than dense information, but external readings were informative and fairly interesting.
- Taruskin reading is overwhelming and very dry. Cannot retain information given in textbook and takes too long to read.
- The Oxford History of Western Music by Taruskin & Gibbs
- The Taruskin textbook is lauded by every music professor I have had, but I find it pretty dry.

The supplemental readings from current sources like the New York Times et al, were interesting and engaging.

- The reading load was a bit excessive
- Taruskin, Oxford History of Western Music (college ed). Somewhat useful, kind of long

## **INSTRUCTOR Asher Chodos**

16. Instructor displays a proficient command of the material.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 1 (6.7%):  | Disagree                   |
| 0 (0.0%):  | Neither Agree nor Disagree |
| 7 (46.7%): | Agree                      |
| 7 (46.7%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

17. Instructor is well prepared for classes.

|            |                            |
|------------|----------------------------|
| 1 (6.7%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 0 (0.0%):  | Neither Agree nor Disagree |
| 7 (46.7%): | Agree                      |
| 7 (46.7%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

18. Instructor's speech is clear and audible.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 0 (0.0%):  | Neither Agree nor Disagree |
| 7 (46.7%): | Agree                      |
| 8 (53.3%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

19. Instructor explains the course material well.

|            |                            |
|------------|----------------------------|
| 1 (6.7%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 2 (13.3%): | Neither Agree nor Disagree |
| 6 (40.0%): | Agree                      |
| 6 (40.0%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

20. Lectures hold your attention.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 2 (13.3%): | Disagree                   |
| 3 (20.0%): | Neither Agree nor Disagree |
| 8 (53.3%): | Agree                      |
| 2 (13.3%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

21. Instructor's lecture style facilitates note-taking.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 3 (20.0%): | Neither Agree nor Disagree |
| 8 (53.3%): | Agree                      |
| 4 (26.7%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

22. Instructor shows concern for students' learning.

|             |                            |
|-------------|----------------------------|
| 1 (6.7%):   | Strongly Disagree          |
| 0 (0.0%):   | Disagree                   |
| 0 (0.0%):   | Neither Agree nor Disagree |
| 11 (73.3%): | Agree                      |
| 3 (20.0%):  | Strongly Agree             |
| 0 (0.0%):   | Not Applicable             |
| 1:          | [No Response]              |

23. Instructor promotes appropriate questions/discussion.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 1 (6.7%):  | Disagree                   |
| 1 (6.7%):  | Neither Agree nor Disagree |
| 8 (53.3%): | Agree                      |
| 5 (33.3%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

24. Instructor is accessible outside of class.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 0 (0.0%):  | Neither Agree nor Disagree |
| 7 (46.7%): | Agree                      |
| 7 (46.7%): | Strongly Agree             |
| 1 (6.7%):  | Not Applicable             |
| 1:         | [No Response]              |

25. Instructor starts and finishes class on time.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 1 (6.7%):  | Neither Agree nor Disagree |
| 8 (53.3%): | Agree                      |
| 6 (40.0%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

26. Instructor is effective in promoting academic integrity.

|            |                            |
|------------|----------------------------|
| 0 (0.0%):  | Strongly Disagree          |
| 1 (6.7%):  | Disagree                   |
| 0 (0.0%):  | Neither Agree nor Disagree |
| 9 (60.0%): | Agree                      |
| 5 (33.3%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

27. The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.

|            |                            |
|------------|----------------------------|
| 1 (6.7%):  | Strongly Disagree          |
| 0 (0.0%):  | Disagree                   |
| 1 (6.7%):  | Neither Agree nor Disagree |
| 7 (46.7%): | Agree                      |
| 6 (40.0%): | Strongly Agree             |
| 0 (0.0%):  | Not Applicable             |
| 1:         | [No Response]              |

28. Instructor Asher Chodos:

- I am very appreciative that you granted me entrance into your class despite me not taking 120A or B. I enjoyed your class very much and how cheerful you remained through each lecture.
- Tobin knows so much about music & music history that it was very intimidating. I honestly felt like I needed a Thesaurus in his class to keep up with what he was saying. As the quarter went by, I did have one-on-one conversations with him, and Tobin is not so bad. He is a good man that is very passionate about teaching his students the material at hand.
- Tobin did of very good job with the daunting task of covering so much material in such a small amount of time
- Knowledgeable, approachable, and well prepared everyday. Tobin is an excellent professor. I did not like the course material at all, and regret that he was not my professor in a class I was more interested in.
- Great professor, passionate about his material, and always happy to discuss it with students.
- Knowledgeable and prepared. He was extremely welcoming during office hours and was always patient with questions. He showed concern for our learning, and took an active role in helping with research projects.
- Great Professor - connects well with student, strong command of language and instructional content. Adept lectures. Relatable and open to students.

- In the beginning he might seem very intimidating but he actually cares and is there to help. Do not let yourself be intimidated he is actually nice and wants to help you succeed in the course.
- Knows most of the material he teaches, could explain the history in relation to what our objective is better.
- The lecturer of this course is very clear in what he has to say and what he thinks is important for the course material. He encourages intellectual growth and, probably the best part, he is always happy to see us and talk to us about musical issues.

## 29. Do you recommend this professor overall?

15 (93.8%):      Yes  
 1 (6.3%):        No

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Music, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.