

**Course and Instructor Evaluation Summary**  
**Department of Music**

Chodos, Asher Tobin  
MUS 126 - Blues: An Oral Tradition (A)  
Fall Quarter 2017

**Number of Students Enrolled: 101**  
**Number of Evaluations Submitted: 78**

**PLEASE COMMENT ON THE FOLLOWING:**

1. Your class level is

8 (10.3%): Freshman  
18 (23.1%): Sophomore  
17 (21.8%): Junior  
34 (43.6%): Senior  
0 (0.0%): Graduate  
1 (1.3%): Extension  
0 (0.0%): Visitor

2. Your reason for taking this class is

5 (6.8%): Major  
11 (15.1%): Minor  
49 (67.1%): Gen. Ed.  
6 (8.2%): Elective  
2 (2.7%): Interest  
5: [No Response]

3. What grade do you expect in this class?

33 (44.0%): A  
19 (25.3%): B  
2 (2.7%): C  
0 (0.0%): D  
0 (0.0%): F  
21 (28.0%): P  
0 (0.0%): NP  
3: [No Response]

## GENERAL QUESTIONS

4. I learned a great deal from this course.

2 (2.7%):	Strongly Disagree
2 (2.7%):	Disagree
11 (14.9%):	Neither Agree nor Disagree
36 (48.6%):	Agree
23 (31.1%):	Strongly Agree
0 (0.0%):	Not Applicable
4:	[No Response]

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

13 (17.6%):	0-1
36 (48.6%):	2-3
14 (18.9%):	4-5
6 (8.1%):	6-7
1 (1.4%):	8-9
2 (2.7%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
2 (2.7%):	20 or more
4:	[No Response]

6. How often do you attend this course?

3 (4.0%):	Very Rarely
9 (12.0%):	Some of the Time
63 (84.0%):	Most of the Time
3:	[No Response]

## COURSE MATERIAL MUS 126

7. The course material is intellectually stimulating.

1 (1.4%):	Strongly Disagree
2 (2.7%):	Disagree
11 (15.1%):	Neither Agree nor Disagree
35 (47.9%):	Agree
24 (32.9%):	Strongly Agree
0 (0.0%):	Not Applicable
5:	[No Response]

8. Assignments promote learning.

1 (1.3%):	Strongly Disagree
2 (2.7%):	Disagree
8 (10.7%):	Neither Agree nor Disagree
44 (58.7%):	Agree
20 (26.7%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

9. Required reading is useful.

3 (4.0%):	Strongly Disagree
4 (5.3%):	Disagree
21 (28.0%):	Neither Agree nor Disagree
25 (33.3%):	Agree
22 (29.3%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

10. This course is difficult relative to others.

2 (2.7%):	Strongly Disagree
18 (24.0%):	Disagree
29 (38.7%):	Neither Agree nor Disagree
20 (26.7%):	Agree
6 (8.0%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

11. Exams are representative of the course material.

0 (0.0%):	Strongly Disagree
1 (1.3%):	Disagree
5 (6.7%):	Neither Agree nor Disagree
39 (52.0%):	Agree
30 (40.0%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

12. Do you recommend this course overall?

69 (90.8%):	Yes
7 (9.2%):	No
2:	[No Response]

13. Course MUS 126:

- I loved learning about the subject. It was thought provoking and challenged views on music.
- Interesting history on the origins of blues and its evolution through American history. Early listening isn't enjoyable but it gets better as the quarter goes on
- The class was very interesting! The way it was taught was not.
- Very interesting course. I really enjoyed learning about Black history while simultaneously learning about music.
- The listening part of the course was the most exciting for me. After listening to many of the popular songs of blues back then, I get really interested in reading about who the artists were and why they created that song.
- It's a combined class that also is an Ethnicities class. It is about Blues music and the social, economic, and political climate that surrounded its growth and evolution.

- This course is great in understanding the history of the blues and to an extension, aspects of African American culture.
- The course is a great way to learn about the history of Blues artists and music.
- This course is my favorite out of all my classes, you get to learn about the origins and effects of the blues and listen to blues music.
- Very interesting subject material. Definitely very engaging.
- cool course, maybe do a midterm review next time because the final is covering a lot of material.
- Good course for someone really interested in the history of blues.
- Material is interesting and the professor is very knowledgeable about what he teaches.
- fun times
- Prof. Tobin is an engaging lecturer who focuses on the big ideas of the subject at hand, whether it's the opinion of an author, the work of an artist, or a historical/sociological context. The subject matter is not esoteric and easy to understand as long as you keep yourself engaged. The lectures can be quite insightful and offer some pretty interesting views of American culture, music, and race relations.

Only small complaints: we would often finish most, but not all, of the slides leading some lectures to miss information. However, Tobin would rather omit less-important topics than run through everything at once, so the class did not feel too rushed. He would often have the class sing the Blues I-IV-V progression to help us recognize the sound, which got a little repetitive but led to some funny moments in lecture.

Overall, a class that despite being an hour and 20 minutes, kept me engaged and interested.

- MUS 126 was one of the most challenging elective courses because it involved in-depth critical thinking as well as required readings. Doesn't take attendance but you need to come to class to actually learn and comprehend the materials. Tobin really brings the class to study about blues not just as music but also as interpretation and reflection of society and the projection of artist him/herself. It is a very interesting class worth taking and enlighten your perspectives about music!
- I don't have an obsessive fascination with the blues like some of the people in this class and I enjoy science classes more, but this class was still somewhat interesting.
- Interesting and stimulating course about blues history. I found the material to be interesting
- MUS 126 is a very interesting and useful class. I learned a lot from this class. This is the first and only music class I've taken in UCSD but I learned about lots of blues artists and their music.
- I personally have had a good time learning about the musical aspect of the blues and what the course entails. However, many of my other classmates and I are disheartened by the way the class is presented and taught. However, it's a good class to take if you have musical interests!
- I really like this course, and I really appreciate all of the background knowledge/history of the U.S. and the blues that has been incorporated into the syllabus. The professor does a great job lecturing, and will not try to cover up things he doesn't fully know (instead, he will open it up as a class discussion and we have had a lot of thought-provoking discussions that way)

## 14. Exams/Quizzes/Papers:

- The papers, quizzes, and tests are reasonable and apply to the material, except for the listening ID section of the tests. It seems trivial to memorize titles of songs and the corresponding artists that we didn't discuss in class, maybe this would be more manageable if it was only knowing the artist's name.
- The exams are representative of what we have learned in class. I've never taken a music class before and I actually really enjoy the listening portions of the exams!

The writing assignments are fair and not an overwhelming amount of work (you still have to dedicate yourself to them, but they don't overshadow the rest of the class). There has been a lot of support from the professors/TAs in regard to writing the papers.

- There is a lot of listening required for this class, though it can be manageable IF you keep up with it.
- There are 3 papers and one exams. The papers do require some time and the exam are decently easy if you do the reading, listening, and come to class. If not, you will probably suffer miserably.
- There are several pop quizzes, 3-4, and they are fairly easy if you comprehended the lecture and the required reading.  
There are three papers worth more than half of the total grade.  
Midterm and Final exam are fair and if you study for the lecture and required reading as well as comprehensive listening lists, you will do just fine.  
It is important to know which author made which arguments!
- Exams are a little hard because they consist of listening devices and if you can't tell the difference from song styles, artist, and more you'll get a low score on that section. The questions about the readings are pretty straight forward.
- Representative/Expected of the course. Nothing too out of line, and prompts are explained thoroughly
- The exams were pretty lenient. There are a few pop quizzes that should be pretty easy if you've been keeping up with the material. The tests were approachable; again, focus on the main ideas and know how to describe the arguments of the authors from the reading.

There was a decent amount of writing (3 papers) but they were quite reasonable (none more than 1500 words) and you're allowed to write about a wide variety of topics. As long as you can use several sources to formulate a cohesive argument you'll be fine, and they're graded fairly.

- Exams fairly represented the material covered in class.
- Midterm was fairly representative of course material. The paper prompts were not too harsh either.
- Very concise and simple.
- Representative of course material and fair.
- Exams, quizzes, and papers all are related to coursework. Attending the lectures is really important in doing well.
- There are several pop quizzes given randomly, so attendance is loosely mandatory. Exams and papers are the main parts of the final grade. Exams, especially, focus on every aspect of what has been taught in class, so take a lot of notes!

- beware of pop quizzes so go to class
- Easy if you keep up with class and pay attention.
- straightforward
- TA's weren't very good. They were bad at grading and I had to go to office hours to get my scores fixed.
- Very confusing instructions for the exams. The actual exam was easy but the instructions made it much more difficult than it needed to be.
- Easy.
- Exams are quizzes are not challenging if you are active during lectures and understand the main arguments in required readings. It is also important to know all the required listenings.
- Papers aren't too time consuming, tests are representative of material taught in lecture

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

- Course is a bit heavy on readings outside of class, but the readings do help further your understanding of the course material.
- Reading were a bit challenging for me as an international student who've never had any encounter with music especially in theory. Readings are usually around 30 pages per lecture but they are really interesting and enlightening. The readings are critical in this course.
- Readings are really long and sometimes most of them say the same thing.
- There was quite a bit of reading compared to some other classes. There are readings assigned for each lecture, they greatly vary in length but most can be completed in an hour or two. Again, I recommend taking notes to capture the main ideas of the readings because that will help you understand the lecture.
- Reading not necessarily required to do well in the course.
- Some of the reading are relevant for the midterms, but required only a basic understanding.
- TBH, never read any of the readings; I just went to the lectures and did fine.
- assign less readings or at least do a review of the readings at the end
- The readings are very applicable and make up a strong basis of what we cover in class. They are also very interesting and thought-provoking, and I mostly enjoy doing the homework/readings for the class. They are also not too overwhelming, and although they do take some time, the professor gives a good amount.
- There is a lot of reading.
- Very pointless. The were redundant and waltz around the same point for 20 pages.
- Engaging and informative. Definitely worth the students time.
- Some pretty interesting readings in here and the instructor explains the main concepts pretty well in lecture.

## **INSTRUCTOR Asher Chodos**

16. Instructor displays a proficient command of the material.

0 (0.0%):	Strongly Disagree
1 (1.4%):	Disagree
4 (5.4%):	Neither Agree nor Disagree
35 (47.3%):	Agree
34 (45.9%):	Strongly Agree
0 (0.0%):	Not Applicable
4:	[No Response]

17. Instructor is well prepared for classes.

0 (0.0%):	Strongly Disagree
1 (1.3%):	Disagree
7 (9.3%):	Neither Agree nor Disagree
39 (52.0%):	Agree
28 (37.3%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

18. Instructor's speech is clear and audible.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
2 (2.7%):	Neither Agree nor Disagree
28 (37.3%):	Agree
45 (60.0%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

19. Instructor explains the course material well.

0 (0.0%):	Strongly Disagree
3 (4.0%):	Disagree
6 (8.0%):	Neither Agree nor Disagree
35 (46.7%):	Agree
31 (41.3%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

20. Lectures hold your attention.

3 (4.0%):	Strongly Disagree
3 (4.0%):	Disagree
18 (24.0%):	Neither Agree nor Disagree
28 (37.3%):	Agree
23 (30.7%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

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

2 (2.7%):	Strongly Disagree
7 (9.3%):	Disagree
20 (26.7%):	Neither Agree nor Disagree
26 (34.7%):	Agree
20 (26.7%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

22. Instructor shows concern for students' learning.

1 (1.3%):	Strongly Disagree
3 (4.0%):	Disagree
7 (9.3%):	Neither Agree nor Disagree
42 (56.0%):	Agree
22 (29.3%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

23. Instructor promotes appropriate questions/discussion.

0 (0.0%):	Strongly Disagree
3 (4.0%):	Disagree
5 (6.7%):	Neither Agree nor Disagree
46 (61.3%):	Agree
21 (28.0%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]

24. Instructor is accessible outside of class.

0 (0.0%):	Strongly Disagree
1 (1.3%):	Disagree
15 (20.0%):	Neither Agree nor Disagree
32 (42.7%):	Agree
24 (32.0%):	Strongly Agree
3 (4.0%):	Not Applicable
3:	[No Response]

25. Instructor starts and finishes class on time.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
6 (8.0%):	Neither Agree nor Disagree
38 (50.7%):	Agree
31 (41.3%):	Strongly Agree
0 (0.0%):	Not Applicable
3:	[No Response]



26. Instructor is effective in promoting academic integrity.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
12 (16.0%):	Neither Agree nor Disagree
37 (49.3%):	Agree
25 (33.3%):	Strongly Agree
1 (1.3%):	Not Applicable
3:	[No Response]

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

0 (0.0%):	Strongly Disagree
1 (1.3%):	Disagree
7 (9.3%):	Neither Agree nor Disagree
38 (50.7%):	Agree
24 (32.0%):	Strongly Agree
5 (6.7%):	Not Applicable
3:	[No Response]

28. Instructor Asher Chodos:

- The professor had a very cocky attitude it seemed and from early on made class unbearably bad and therefore I stopped attending.
- Tobin clearly cares about his students and wants us to do well in the course. He's very responsive in lecture, will happily answer questions, and is more than happy to help. There have been a few moments where he did not have enough mastery of the subject to answer every question but it did not negatively affect lecture very much. Overall he is a good professor that does his best to help students.
- Is a very good speaker and explains the material fairly well. However I find that he is rather close-minded in that he actively tries to create imagined cultural conflict where there is none in a deliberate attempt to mislead his students. The lecture on The House of Blues comes to mind here. Albeit, I suppose there is not a lot more that can be expected from a music instructor.
- Very interesting style of teaching - I like how he engages the class to actively participate.
- Good dude
- Great instructor.
- you are a nice and chill instructor. I enjoyed taking your class.
- He is truly a great professor. Please take this class to get a feel of how a good professor teaches. For real.
- I enjoyed Tobin's teaching style, and I thought he struck a good balance between lecturing and involving the class in discussion. He demonstrated a good command of the material, and if there was something he didn't fully know, he didn't "bluff" but opened it up for some interesting class discussion which I very much appreciated. He was engaging and was very clear with his expectations of the class. He is also funny and a great professor!
- Professor Chodos is a very nice instructor. I really like his class.

- He is a very delightful man who is genuinely interesting in his topic. Apparently he is also a well known Jazz composer, which I found out from one of my roommates who took the Jazz class and had him preform for them. While the subject is decently interesting. He makes it very entertaining in his attempts to sing and trying to get students to sing. He also eats quite often in class. I think he thinks he's just casually eating but in such a small classroom it becomes very obvious. However, that isn't a bad thing, it just is sort of funny.
- No quizzes please!
- Outstanding instructor who displays excellent knowledge on course material. He is always prepared for class, answers student's questions effectively, and is clear on what is needed to be successful in this class.
- Probably one of the best professors I've heard in lectures. He has a way of capturing our attention with a bit of humor. I also notice how interested and excited about the work he does and seeing that, I also get excited and interested. He knows his material so well.
- Very bland teaching style. I felt like he was very uninterested in what he was teaching and he didn't seem to like the class. I felt like he was trying to prove something about himself in every lecture in that he was passively mean to the students. The slides we went over were bland and could barely hold my attention.  
I am a musician myself and have a very fond love of the blues so I was intrigued by this course. The course had a lot of potential but I felt like I didn't learn much. The class felt like high school in that everything is memory based and none of it had to do with critical thinking or analysis of the blues and its cultural roots. The tests were strictly mimic what was said in lecture and mimic an argument from one of the readings. We never had a chance to discuss our interpretation of the readings or argue a reading, we only had to reiterate what the author already wrote.
- He was fair when it came to the exams and kept our attention in class.
- Professor Chodos is vastly well-informed about the Blues and its history. He explains information in a clear manner and is enthusiastic about the course, which makes it more enjoyable for the class as well.
- Tobin is one of the most enthusiastic instructor I've ever had. He really knows what he is talking about and he really cares whether everyone got the lecture materials right. He uses various methods to make the class involved in the lecture as well as making the learning more easier and more personal. He always have his office hour at certain time and certain day that any one who have questions or concerns can come and talk to him. The material that are dealt in this course is very in-depth interpretation about the music blues and it could be hard and hard to understand, yet he makes the class to really learn not just read and forget. He reviews every lecture on the next lecture day so that the class can really take the critical thinkings to their own!
- Concise and fair. Great instructor.
- Extremely passionate about his subject. Makes class interesting with opinions and fun facts. Interacts a lot with the students during lecture.
- Knowledgeable and interested in the material
- Many students, including myself think that his instructing style is a little unique. The professor was a little bit off in the sense that traditional class prompted many students to drop very early on in the quarter, or simply take the class Pass/No Pass. As such, a fraction of the class attends lecture which is due to his teaching style and lack of accomodation as to what students want in taking the course. However, he seems like a nice individual who wants to teach music rather than the blues itself.

- Chodos is a very good instructor who is friendly and easy going. His energy creates an engaging atmosphere that manages to hold your attention and help promote interest in the course material.

29. Do you recommend this professor overall?

70 (93.3%):	Yes
5 (6.7%):	No
3:	[No Response]

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.