

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

Chodos, Asher Tobin
MUS 17 - Hip-Hop (A)
Spring Quarter 2019

Number of Students Enrolled: 393
Number of Evaluations Submitted: 153

PLEASE COMMENT ON THE FOLLOWING:

1. Your class level is

24 (15.7%): Freshman
54 (35.3%): Sophomore
44 (28.8%): Junior
30 (19.6%): Senior
1 (0.7%): Graduate
0 (0.0%): Extension
0 (0.0%): Visitor

2. Your reason for taking this class is

2 (1.4%): Major
1 (0.7%): Minor
115 (79.3%): Gen. Ed.
15 (10.3%): Elective
12 (8.3%): Interest
8: [No Response]

3. What grade do you expect in this class?

79 (54.9%): A
29 (20.1%): B
2 (1.4%): C
0 (0.0%): D
0 (0.0%): F
34 (23.6%): P
0 (0.0%): NP
9: [No Response]

GENERAL QUESTIONS

4. I learned a great deal from this course.

10 (6.9%):	Strongly Disagree
10 (6.9%):	Disagree
16 (11.0%):	Neither Agree nor Disagree
61 (42.1%):	Agree
48 (33.1%):	Strongly Agree
0 (0.0%):	Not Applicable
8:	[No Response]

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

34 (23.4%):	0-1
59 (40.7%):	2-3
33 (22.8%):	4-5
12 (8.3%):	6-7
4 (2.8%):	8-9
3 (2.1%):	10-11
0 (0.0%):	12-13
0 (0.0%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more
8:	[No Response]

6. How often do you attend this course?

16 (11.1%):	Very Rarely
37 (25.7%):	Some of the Time
91 (63.2%):	Most of the Time
9:	[No Response]

COURSE MATERIAL MUS 17

7. The course material is intellectually stimulating.

6 (4.2%):	Strongly Disagree
9 (6.3%):	Disagree
18 (12.6%):	Neither Agree nor Disagree
72 (50.3%):	Agree
38 (26.6%):	Strongly Agree
0 (0.0%):	Not Applicable
10:	[No Response]

8. Assignments promote learning.

8 (5.6%):	Strongly Disagree
12 (8.3%):	Disagree
23 (16.0%):	Neither Agree nor Disagree
63 (43.8%):	Agree
38 (26.4%):	Strongly Agree
0 (0.0%):	Not Applicable
9:	[No Response]

9. Required reading is useful.

12 (8.3%):	Strongly Disagree
19 (13.2%):	Disagree
32 (22.2%):	Neither Agree nor Disagree
55 (38.2%):	Agree
24 (16.7%):	Strongly Agree
2 (1.4%):	Not Applicable
9:	[No Response]

10. This course is difficult relative to others.

24 (16.7%):	Strongly Disagree
56 (38.9%):	Disagree
38 (26.4%):	Neither Agree nor Disagree
18 (12.5%):	Agree
8 (5.6%):	Strongly Agree
0 (0.0%):	Not Applicable
9:	[No Response]

11. Exams are representative of the course material.

2 (1.4%):	Strongly Disagree
1 (0.7%):	Disagree
32 (22.4%):	Neither Agree nor Disagree
50 (35.0%):	Agree
18 (12.6%):	Strongly Agree
40 (28.0%):	Not Applicable
10:	[No Response]

12. Do you recommend this course overall?

126 (86.9%):	Yes
19 (13.1%):	No
8:	[No Response]

13. Course MUS 17:

- The class itself was interesting despite the fact that I came in not as a hip hop lover but rather to fulfill my DEI requirement. However, I love learning about history and this class focuses on the history of hip hop so I ended up rather enjoying this class more than I thought I would.
- mus 17 was not hard, i didn't go to lecture or do any of the assigned readings, but i had a good TA and was able to get most of my information during section. the papers are not too challenging but could probably have been easier if i had done the reading
- The course was easy and interesting.
- An extremely interesting course that allowed me to engage with a music genre that Im very fond of.
- It's an interesting class if you enjoy listening to hip-hop. You get to learn about the origins of this genre and what helped it transition to the popular music form it is today.

- The idea of a three hour lecture may seem not seem ideal overall, but Tobin's lectures are always interesting and engaging. Homework for this class is anything but a chore, I mean all you have to do is listen to hip hop, read about it, then right about it. I loved this class!
- a cool course and you learn a lot about how hip hop was shaped throughout history
- Relatively easy course; if you choose to not show up to lecture, you can easily do research online.
- Taking MUS 17 has been such an eye-opener to the history and music surrounding Hip-Hop. I feel as though I've learned a great deal and can now actually have conversations regarding the topic.
- i really liked this class its sad to see how little people show up each week
- This course is quite interesting for students who are interested in Hip-Hop and its history, the class is not really intense and most of the time it is fun. I'm really glad that we have this class at our college
- Dealt with the history of hip hop
- GO to lecture it really helps and it's interesting. We looked at the history of New York, Los Angeles, and the South and how they all contributed to hip hop.
- It's a fun course.
- I don't recommend this teacher because he makes the class more difficult than it needs to be. His writing prompts also are very immature and make it difficult to understand what the goal of the essay is.
- Challenging enough to stimulate learning but engaging content.
- The course and the course material are both very interesting to learn about. However, the time slot of this class was terrible. A three-hour long lecture is uncomfortable for everyone. That is not to speak negatively about the actual content of the class. I would recommend this class to anybody who listens or is interested in the rich history of hip-hop.
- This was a very enjoyable course, as I learned a great deal about the history and impact of hip-hop.
- This was a very intellectual stimulating class that I absolutely loved attending. I didn't understand anything about music going in, but I left the class knowing so much more. Hip-hop is an especially interesting topic.
- Very interesting and thought-provoking.
- The class is interesting and stimulating. One of the reasons for me to choose this course is that the genre of Hip-hop is one that I like and enjoy listening to.
- The class is very interesting and exciting to learn further about music that many are already interested in.
- Discussion sections are mandatory, but easy and interesting.
- Thank You
- Boring, doesn't really cover music that much. I wanted to learn more about how hip-hop is made, rather than a bunch of obscure music videos and articles.

14. Exams/Quizzes/Papers:

- Very relevant. Directly related to assignments.
- Quizzes were fair and easy if paid attention to class.
- 3 short papers, one long paper, and one in-class final.
- Are helpful
- The papers involved research from requires readings and application beyond just the content read. Because of that the class really made one open their eyes and think about music beyond just the way it sounds.
- Weekly quizzes were easy as long as you went to class and paid attention. No midterms. The papers were also relatively easy and doable, although sometimes the prompt was a little too vague.
- Since the quizzes are open-note, you can easily look up the answers on the internet. Tobin's intent in these is to show that you show up to lecture and pay attention to what he says.
- The quizzes after class really help us remember the key concepts during class and the papers were having really interesting topics.
- Everything is based on lecture content and readings. Just do those and you'll be fine
- papers are always annoying but these weren't too bad. you get to learn a lot about rap history and this includes a ton of very interesting topics
- Quizzes were representative of lectures. The grading on papers was not harsh at all.
- The papers are easy and graded fairly.
- Heavily paper-based with no relevance to the material at all.
- Papers are too long. You're asked to write 1000 word essays on topics that could be covered extensively with half of that.
- Although there is only one final exam, there is are quizzes given after each lecture to assure that students have attended the lecture and understand the material taught. I believe this is an incredible idea because it pushes students to really pay attention and get something out of going to lectures. Also, the papers are very representative of the class material, and the prompts are somewhat vague, allowing students to think creatively, which I do enjoy.
- papers are reflective of the readings and what we learn in lecture. they're mostly based on trying especially since hardly anyone in the class was a music major
- The papers are accurate assessments of how well I have learned a given topic. The prompts make sense and align with the class concepts.
- too much reading. perfect amount of writing.
- While the exams and quizzes are very fair, the writing assignments are not. The instructor doesn't seem to have a grasp on the normal workload required of a four unit course, and a music course in general. The writing assignments were numerous and long, even longer than those required for college writing courses. That, I believe, is unnecessary and puts too much stress on the student taking the course. Adding on top of that is the fact that this course is LOWER DIVISION. I would consider taking this course again with the same instructor if he reduced the workload significantly and maybe made the exams harder. I, and I'm sure many

others, would rather study for more exams than write essays which are usually longer than those required by Warren Writing.

- course consists of 3 papers and one longer paper. the only exam is the final.
- Quizzes are very easy as long as you go to lecture
- The quizzes after lecture were extremely fair as they were multiple choice questions. However, I wish that the class was less paper-oriented. I wouldn't have minded having a group or individual project to replace a writing assignment.
- Essay prompts are straight and to the point, so as long as you answer the questions that they have, you should be on a good track. I found that the three writing assignments given were manageable, but the final paper requires more thought and effort to be put into it.
- Thank You
- Very doable as long as you show up to lecture and take basic notes + follow along.
- A lot of papers throughout the course, but they help you out as finish the course.
- Quizzes after every lecture based on what was covered in class.
3 Papers, not too bad.
1 Final Research Paper on something hip-hop related
Final Exam covering listening identifications where you identify the song and artist, a timeline where you place major events of songs from the beginning of hip-hop to the present day, and short answer questions.
- the amount of papers is excessive
- No midterms but we had paper too writes, they relatively easy and weren't graded harshly. There was also a quiz after every lecture.
- online quizzes several papers and a final
- Prompts for papers are not concise; they bounce around from topic to topic. They are also poorly written with an immature writing style.

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

- Useless.
- Very thought provoking
- The required reading I found very very interesting and useful for everything. Now I know most of my history of hip hop from that book. The required readings were less interesting to me and I found some of them annoying and slightly difficult to understand the point of at times.
- Chang is a little bland but insightful
- Readings are essential if you want to grasp the sociopolitical significance of Hip Hop
- Thank You
- There are many readings in this class, some of them are required and some are optional. The required readings are helpful and did not take too much time to read, but the optional readings are a little bit redundant.

- a weekly hip hop article
- The Jeff Chang is very intellectually stimulating and is well written.
- Required reading is not useful at all.
- Boring.
- Most of the reading is interesting, some are long but easy to understand and keep track of.
- Reading is a bit heavy, Tobin assigns a lot to read each week and it's easy to fall behind if you don't stay on track with the required readings.
- Reading was interesting and helpful, although if I'm going to be honest, I didn't do much of it.
- The readings are too long and numerous. We are assigned roughly 130 pages a week to read, which, as I stated before, is MORE than a college writing course. This, I feel, is not fair to the students, many of who have classes outside of this one.
- Interesting, but not necessary to pass the class.
- Some of the readings are excessive in the amount of content that's supposed to be read when compared to the topics discussed during lecture. I felt that a lot of the stuff I read ultimately was never brought up during lecture and was hardly relevant to the writing assignments. Eventually I stopped reading all of the required readings and read only the sections that were necessary for the reading assignments because there was no incentive to read all of the "required" reading material.
- The readings are extremely easy to understand and directly pertain to the material being taught.
- excessive reading assignments

INSTRUCTOR Asher Chodos

16. Instructor displays a proficient command of the material.

1 (0.7%):	Strongly Disagree
3 (2.1%):	Disagree
7 (4.9%):	Neither Agree nor Disagree
58 (40.6%):	Agree
73 (51.0%):	Strongly Agree
1 (0.7%):	Not Applicable
10:	[No Response]

17. Instructor is well prepared for classes.

1 (0.7%):	Strongly Disagree
8 (5.6%):	Disagree
13 (9.0%):	Neither Agree nor Disagree
61 (42.4%):	Agree
59 (41.0%):	Strongly Agree
2 (1.4%):	Not Applicable
9:	[No Response]

18. Instructor's speech is clear and audible.

1 (0.7%):	Strongly Disagree
4 (2.8%):	Disagree
10 (6.9%):	Neither Agree nor Disagree
58 (40.3%):	Agree
69 (47.9%):	Strongly Agree
2 (1.4%):	Not Applicable
9:	[No Response]

19. Instructor explains the course material well.

3 (2.1%):	Strongly Disagree
7 (4.9%):	Disagree
10 (6.9%):	Neither Agree nor Disagree
56 (38.9%):	Agree
67 (46.5%):	Strongly Agree
1 (0.7%):	Not Applicable
9:	[No Response]

20. Lectures hold your attention.

12 (8.4%):	Strongly Disagree
18 (12.6%):	Disagree
27 (18.9%):	Neither Agree nor Disagree
45 (31.5%):	Agree
40 (28.0%):	Strongly Agree
1 (0.7%):	Not Applicable
10:	[No Response]

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

6 (4.2%):	Strongly Disagree
17 (11.9%):	Disagree
21 (14.7%):	Neither Agree nor Disagree
55 (38.5%):	Agree
42 (29.4%):	Strongly Agree
2 (1.4%):	Not Applicable
10:	[No Response]

22. Instructor shows concern for students' learning.

1 (0.7%):	Strongly Disagree
9 (6.3%):	Disagree
25 (17.6%):	Neither Agree nor Disagree
54 (38.0%):	Agree
48 (33.8%):	Strongly Agree
5 (3.5%):	Not Applicable
11:	[No Response]

23. Instructor promotes appropriate questions/discussion.

3 (2.1%):	Strongly Disagree
7 (4.9%):	Disagree
17 (12.0%):	Neither Agree nor Disagree
59 (41.5%):	Agree
52 (36.6%):	Strongly Agree
4 (2.8%):	Not Applicable
11:	[No Response]

24. Instructor is accessible outside of class.

1 (0.7%):	Strongly Disagree
2 (1.4%):	Disagree
23 (16.0%):	Neither Agree nor Disagree
51 (35.4%):	Agree
53 (36.8%):	Strongly Agree
14 (9.7%):	Not Applicable
9:	[No Response]

25. Instructor starts and finishes class on time.

2 (1.4%):	Strongly Disagree
3 (2.1%):	Disagree
11 (7.6%):	Neither Agree nor Disagree
70 (48.6%):	Agree
55 (38.2%):	Strongly Agree
3 (2.1%):	Not Applicable
9:	[No Response]

26. Instructor is effective in promoting academic integrity.

0 (0.0%):	Strongly Disagree
1 (0.7%):	Disagree
18 (12.6%):	Neither Agree nor Disagree
58 (40.6%):	Agree
56 (39.2%):	Strongly Agree
10 (7.0%):	Not Applicable
10:	[No Response]

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

2 (1.4%):	Strongly Disagree
1 (0.7%):	Disagree
21 (14.8%):	Neither Agree nor Disagree
54 (38.0%):	Agree
55 (38.7%):	Strongly Agree
9 (6.3%):	Not Applicable
11:	[No Response]

28. Instructor Asher Chodos:

- Assignments are not excessive, the amount of writing in this course was far too much due to the fact that the majority of the people in the course are taking it for GE requirements. Great professor, he did a great job explaining things and tried to keep it interesting which I appreciated, I just didn't like the assignments
- He is great at teaching this course and he always tries to make this course interesting and fun.
- Makes this class much more difficult than a hip hop elective needs to be. I have more important classes to worry about, but instead I'm writing as many 4 page essays as I do in HUM 2 for a class about rap.
- Plays piano well. Quite engaging with his students. Shows clear passion for music
- Having had Professor Chodos in other classes, he is evidently very knowledgeable about music and seems to have a passion for teaching itself. Even though the lecture is 3 hours long, he manages to maintain students' attentions through telling corny jokes, letting students choose what song they would like to hear, etc.
- My instructor was phenomenal when it came to teaching. Not only did he know the content well, but he taught it in a way that engages the audience and expanded upon the required readings. Any lack of clarity from the book was immediately clarified in lecture and I know I have learned a lot from this class.
- Nice guy, his lectures aren't boring. He speaks in a relatable way and he seems pretty friendly.
- Nice man, passionate about music and that is something to admire.
- Very good and knowledgeable person. He kept our attention well. Thankful for all he has done for us.
- Asher was well informed and prepared for the class. His explanations were clear and was able to communicate difficult information well.
- Thank you
- The professor was terrible at time management. Always spend time reviewing never learning new topics. He came off arrogant when answering most questions which pushed many students away from asking questions. Essay prompts make 0 sense with even the TA's confused on what was supposed to be written about.
- I honestly really hated this professor and it's kind of sad because I really was excited for this course. However, he blatantly ignored a lot of racial aspects about the class and then he also went back and forth on his quiz policy so many times. He would try and "punish" those who do not go to class by randomly making a quiz worth more points one day which like, totally didn't work if what he was intending was to make us lose points. He tried to make this class hard but failed and every discussion I thought it would be a good time to review the lecture material because we don't get to talk enough about racial aspects or just overall social aspects of the class but then he ALWAYS did an in-section assignment. I usually don't mind because they were super easy points anyway and I could go home early from discussion but I ACTUALLY wanted to discuss in section some material since he didn't do a good job of it in class and then he didn't even allow us to discuss at all. It was pretty annoying and I enjoyed this class a lot less than I wanted to enjoy it.
- Tobin is clearly passionate about the course, and he is clearly musically talented. He made Music 17 thoroughly enjoyable through his lecture style and knowledge of hip hop.

- He knows what he's talking about, but his use of certain vocabulary prevents for the clear understanding of the topics. If he really wants to excel in teaching his students, it would probably be better to employ clicker questions as well as allowing for the class to be podcasted.
- Honestly, a really great and talented professor who knows a lot about music. He also cares a lot about our success.
- Professor Tobin is an excellent professor. I often struggle to pay attention during lectures and was absolutely dreading a three hour lecture on Monday nights. Tobin manages to make me completely lose track of time and immerse myself in the lecture. Content is visible, easy to follow, and interesting.
- Great professor. Not lacking in any aspect, couldn't have asked for a more well informed, or well prepared professor to teach me Hip Hop.
- Low quality instructor compared to others.
- Professor Tobin is an excellent teacher of this topic and is a great lecturer, although he relies too much on the same students that answer his questions to always answer his questions.
- Asher Chodos taught the first lecture with complete confidence of the content and effectively encapsulated various major events within Hip Hop's history in the matter of 3 hours pretty well.
- He goes off topic a lot and doesn't stay on track with the course material
- Engaging professor, likes to relate to students and promotes a lot of class discussions by asking questions and having students answer. He knows what he is talking about, but is sometimes unorganized.
- He goes by Tobin and that's lit.
- he's a cool guy, really understands the topic and enjoys hip hop; you can tell he grew up with a passion for this stuff. that being said he does demand a lot of work from the students. it's a little annoying when you have more work to do for GE classes than you do for your major/minor classes. this bothers me a bit more because as a student i know i could get an A in this class but i resort to taking it pass/no pass because i know i won't have the time in order to do so with other classes on top of it
- too much reading assigned. good amount of writing.
- He is a great professor and keeps the lecture pretty interesting. You can tell that he is really interested in the course. He has fair expectations of what the students should do for assignments, they aren't too difficult.
- Seems to have a good heart, but fundamentally misunderstands why students want to take a course about hip-hop. The class flowed like one long history lesson with little connection to the present until the two lectures.
- Tobin was always prepared for lecture but he'd never post the lecture slides when he said he would. Sometimes, it would be until the weekend after the previous lecture that they would get posted. Also, he spent too much time on certain topics so he'd never really finish what he'd set out to do each lecture so he'd have to finish it the next week. Other than that, I appreciated that he clearly enjoyed lecturing about hip hop.
- very good professor and well structured during lectures
- Professor Chodos was an excellent professor. He always made sure students properly comprehended the material, as he always made himself available for any questions/concerns. He displayed a fervor for this material, which helped make the learning experience more

enjoyable. He genuinely wanted us to enjoy learning this material and understand its significance on today's music world.

29. Do you recommend this professor overall?

126 (86.9%):	Yes
19 (13.1%):	No
8:	[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.