

**Course and Instructor Evaluation Summary
Department of Ethnic Studies**

Chodos, Asher Tobin
ETHN 178 - Blues: An Oral Tradition (A)
Fall Quarter 2017

Number of Students Enrolled: 18
Number of Evaluations Submitted: 16

PLEASE COMMENT ON THE FOLLOWING:

1. Your class level is

2 (13.3%): Freshman
4 (26.7%): Sophomore
6 (40.0%): Junior
3 (20.0%): Senior
0 (0.0%): Graduate
0 (0.0%): Extension
0 (0.0%): Visitor
1: [No Response]

2. Your reason for taking this class is

2 (12.5%): Major
2 (12.5%): Minor
10 (62.5%): Gen. Ed.
1 (6.3%): Elective
1 (6.3%): Interest

3. What grade do you expect in this class?

10 (62.5%): A
4 (25.0%): B
0 (0.0%): C
0 (0.0%): D
0 (0.0%): F
2 (12.5%): P
0 (0.0%): NP

GENERAL QUESTIONS

4. I learned a great deal from this course.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
2 (12.5%):	Neither Agree nor Disagree
7 (43.8%):	Agree
7 (43.8%):	Strongly Agree
0 (0.0%):	Not Applicable

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

1 (6.3%):	0-1
7 (43.8%):	2-3
4 (25.0%):	4-5
2 (12.5%):	6-7
0 (0.0%):	8-9
0 (0.0%):	10-11
1 (6.3%):	12-13
1 (6.3%):	14-15
0 (0.0%):	16-17
0 (0.0%):	18-19
0 (0.0%):	20 or more

6. How often do you attend this course?

1 (6.7%):	Very Rarely
1 (6.7%):	Some of the Time
13 (86.7%):	Most of the Time
1:	[No Response]

COURSE MATERIAL ETHN 178

7. The course material is intellectually stimulating.

0 (0.0%):	Strongly Disagree
1 (6.3%):	Disagree
2 (12.5%):	Neither Agree nor Disagree
8 (50.0%):	Agree
5 (31.3%):	Strongly Agree
0 (0.0%):	Not Applicable

8. Assignments promote learning.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
3 (18.8%):	Neither Agree nor Disagree
10 (62.5%):	Agree
3 (18.8%):	Strongly Agree
0 (0.0%):	Not Applicable

9. Required reading is useful.

0 (0.0%):	Strongly Disagree
3 (18.8%):	Disagree
5 (31.3%):	Neither Agree nor Disagree
4 (25.0%):	Agree
4 (25.0%):	Strongly Agree
0 (0.0%):	Not Applicable

10. This course is difficult relative to others.

1 (6.3%):	Strongly Disagree
5 (31.3%):	Disagree
8 (50.0%):	Neither Agree nor Disagree
1 (6.3%):	Agree
1 (6.3%):	Strongly Agree
0 (0.0%):	Not Applicable

11. Exams are representative of the course material.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
7 (43.8%):	Agree
8 (50.0%):	Strongly Agree
0 (0.0%):	Not Applicable

12. Do you recommend this course overall?

14 (87.5%):	Yes
2 (12.5%):	No

13. Course ETHN 178:

- I like how prof sings and engage all of us to make the sound of the notes in class. It is fun to attend class and learn about the music and it provides a lot of good knowledge in terms of the social aspect of the Blues.
- Class to teach the blues in terms of historical events and innovations in the musical sphere.
- Ethnic Studies 178 is quite a handful, and requires a lot of time and effort in all assignments. There are 3 essays total with a midterm and a final, along with pop quizzes. The listening material is also a handful, so if you're not interested in blues music, this class probably isn't for you.
- good for folks with no music background
- very interesting, i wasn't a fan of the blues before this but i have learned its history and influence on american pop culture so now i deeply respect it
- It's about the blues. If you're not musically inclined, don't take this course.
- Chodos does a really great job of incorporating many different relevant academic readings into his course. They are usually not excessive or meaningless. He does a great job of connecting the big ideas of the course to the readings and to the information we learn. This class is not simply about music, he makes sure it is about the wonderful, complex, cultural entity that is the blues.

- Good Class
- Although cross listed as a music class, ETHN 178 doesn't require any musical background or knowledge which is good for someone without that knowledge. The content is intellectually stimulating and very interesting.

14. Exams/Quizzes/Papers:

- The exams are somewhat reflective of the class material, with enough time given to the students. But, the pop quizzes are a bit random and given at unexpected timing when students aren't ready. The writing assignments are quite intensive, and I think the students would've tried harder if the writing assignments were cut down to 2 instead of 3 papers total.
- very straightforward.
- Papers are very open but sometimes too broad. Its hard for students to narrow down a topic on their own (I spent a lot of time myself just trying to search for a topic to write about).
- Midterm was a little tough
- Music based. Listening portions.
- Exams and quizzes perfectly aline with the subjects of the course. Papers allow an open subject variety to write about something aligning towards what is being learned in the class.
- The exam sounded much harder than it was. the listening portion was hard and didn't really give me a good understanding of the music. The memorization made the listening experience less enjoyable
- straight forward
- Taking this as an ethnic studies class, I was not expecting this to be so musically involved. Because of this I have struggled a little to understand some of the more complex musical portions of the exams and papers.

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

- The readings are very intensive, and a lot of pages are assigned every week. It can be very overwhelming when falling behind.
- Most of the assigned readings are scholarly opinion pieces on course topics.
- barely did the readings but still got an a on the midterm. some of the readings are required because it's in the exam, but usually those few readings are mentioned in lecture in-depth anyway
- Loved the readings, some were a bit too long
- dont have to complete all of them, he does a good jobs of going over
- Readings aren't as useful as advertised on the syllabus, but it's useful to learn the subjects being mentioned in the reading as they draw connections to the historical events being talked about.

INSTRUCTOR Asher Chodos

16. Instructor displays a proficient command of the material.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
5 (31.3%):	Agree
10 (62.5%):	Strongly Agree
0 (0.0%):	Not Applicable

17. Instructor is well prepared for classes.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
8 (50.0%):	Agree
7 (43.8%):	Strongly Agree
0 (0.0%):	Not Applicable

18. Instructor's speech is clear and audible.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
0 (0.0%):	Neither Agree nor Disagree
6 (37.5%):	Agree
10 (62.5%):	Strongly Agree
0 (0.0%):	Not Applicable

19. Instructor explains the course material well.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
6 (37.5%):	Agree
9 (56.3%):	Strongly Agree
0 (0.0%):	Not Applicable

20. Lectures hold your attention.

0 (0.0%):	Strongly Disagree
1 (6.3%):	Disagree
4 (25.0%):	Neither Agree nor Disagree
6 (37.5%):	Agree
5 (31.3%):	Strongly Agree
0 (0.0%):	Not Applicable

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

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
5 (31.3%):	Neither Agree nor Disagree
7 (43.8%):	Agree
4 (25.0%):	Strongly Agree
0 (0.0%):	Not Applicable

22. Instructor shows concern for students' learning.

0 (0.0%):	Strongly Disagree
2 (12.5%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
7 (43.8%):	Agree
6 (37.5%):	Strongly Agree
0 (0.0%):	Not Applicable

23. Instructor promotes appropriate questions/discussion.

0 (0.0%):	Strongly Disagree
1 (6.3%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
9 (56.3%):	Agree
5 (31.3%):	Strongly Agree
0 (0.0%):	Not Applicable

24. Instructor is accessible outside of class.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
2 (12.5%):	Neither Agree nor Disagree
8 (50.0%):	Agree
6 (37.5%):	Strongly Agree
0 (0.0%):	Not Applicable

25. Instructor starts and finishes class on time.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
8 (50.0%):	Agree
7 (43.8%):	Strongly Agree
0 (0.0%):	Not Applicable

26. Instructor is effective in promoting academic integrity.

0 (0.0%):	Strongly Disagree
0 (0.0%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
10 (62.5%):	Agree
5 (31.3%):	Strongly Agree
0 (0.0%):	Not Applicable

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
0 (0.0%):	Disagree
1 (6.3%):	Neither Agree nor Disagree
6 (37.5%):	Agree
9 (56.3%):	Strongly Agree
0 (0.0%):	Not Applicable

28. Instructor Asher Chodos:

- Great Prof.
- Professor Chodos has a clear audible speech and makes himself available for students outside of class. His pop quizzes are a bit random and difficult to work with. His writing assignments require a lot of time and effort.
- American, middle-age man who has a great clear voice and strong passion for the subject he teaches. Encourages students to follow along and interact as well with the musical aspects of the class. Very approachable professor.
- Great all-round professor. I wasn't super into the material and I'm not necessarily a huge fan now, but it was very interesting. I would definitely take another course taught by this professor.
- He seems knowledgeable, but comes off as a little arrogant.
- hella nice
- cool guy, kind of awkward but overall an engaging professor.
- cool teacher and explains the material well.

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, Ethnic Studies, 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.