

# Popular Music in America

Spring 2017

MUH 3025, E-Learning in Canvas

Sections 003B, 2D20

Prerequisites: None

Instructor: Terri Brinegar

Office Hours: Online office hours via Canvas will be conducted by appointment.

## Course Description

This course explores popular music in the United States including its history, styles, composers, artists, and genres. In this course, students will examine the characteristics of popular music, develop listening skills, identify key musical features, and study cultural and historical contexts for making music.

## Course Objectives

Within this course, students will achieve the following goals:

- Identify and recognize American popular musical styles, genres, performers, and composers
- Develop music listening skills
- Develop critical thinking skills in relation to American popular music in its social environment
- Write scholarly essays with the correct grammar and format
- Develop connections between the political, historical, cultural, economic, and social issues with the development of popular music by Americans
- Investigate and analyze how race and oppression factored into the development and dissemination of American popular music

## Course Structure

The course is organized around a series of modules that explore the place of music in relation to social and political forces in American history and popular culture. There is no expectation of previous musical or music theory study for this course. Each week will have a set of modules, accessible through e-Learning (Canvas). These modules will include instructions on readings in the textbook, instructions on listening examples, links to online discussions, PDFs, lecture videos, and weekly quizzes. **Deadlines are clearly posted in the Canvas calendar and on each assignment and no late work will be accepted.**

## Readings

**Required Text** (*and see below for required listening which requires purchase*)

Larry Starr and Christopher Waterman, eds., *American Popular Music: From Minstrelsy to MP3*, 4<sup>th</sup> ed. New York: Oxford University Press, 2014. ISBN: 9780199859115

I HIGHLY RECOMMEND that you buy a new version of the text rather than a used copy because you will need the access code to the downloadable audio, which may or may not be available in a used copy. The book is available in the UF Bookstore or online

(use express shipping). Not having the required text and music downloads in hand will not be an acceptable reason for an extension on the first week's deadlines.

The publisher for the text has a website with supplemental materials that you may find useful: <http://www.oup.com/us/starr>.

### ***Listening Examples***

As I mentioned above, you **MUST** purchase the fourth edition of the text in order to receive the access code for the downloadable audio examples. Not having the audio examples will create a severe detriment on your ability to fully assimilate the material being discussed. Some of the songs are only available through iTunes and **must be purchased for a complete download**. You are welcome to access the songs through YouTube if they are available AND the correct version.

Because music is an important part of our class, it is important to listen attentively, or "critically." I recommend listening to each example more than once to fully integrate the musical aspects in relation to the text. You will be assessed on the listening examples, so you must integrate the music along with the explanations in the text of each required song.

### ***Discussion Posts (25%)***

In each weekly module, students are expected to post to the discussion board short (250-500 words) essay-type responses to weekly questions, which I will post on the board.

The questions will be based on the readings, listening examples, and/or lectures. If you include citations, use the proper format, for example: (Starr, 21).

Responses will be graded on a 10-point scale.

**DISCUSSION POSTS ARE DUE EACH THURSDAY BY 11:59 P.M.**

**In addition, you must post a reply to at least TWO of your classmates' discussion posts. These should be at least three lines in length and are due on the following Sunday at 11:59 p.m. Failure to submit TWO response posts will automatically lose TWO points out of ten for the assignment as a whole.**

### ***Substantive Response Posts***

This course relies heavily on your participation and contributions to the discussion board. In addition to observing netiquette guidelines, the following practices will help you earn the best grade possible and support the learning community.

- A "substantive" comment is one that provides something in addition to the initial post or previous comments.
- Posting a question that prompts clarification or leads the discussion deeper into the topic would be considered "substantive".
- Posts that are only "I agree" are not "substantive".

For more information on how to create a substantive post, please view the site below.

<http://www.examiner.com/article/creating-substantive-responses-online-discussion>

**Weekly Quizzes (30%)**

Quizzes will be drawn from the readings, musical examples, and the lecture videos. They must be completed by the posted deadline. The quizzes are 45 minutes in length and include both multiple choice and essay-type responses. Failure to complete the quiz by 11:59 p.m. on Thursday will result in a ZERO on the quiz with no chance for a make-up.

**QUIZZES ARE DUE ON THURSDAY BY 11:59 P.M. OF EACH WEEK.**

**Answers to quizzes are available on the WEDNESDAY BEFORE THE NEXT QUIZ.** For example, Quiz 1 answers will be available on the Wednesday before Quiz 2 is due.

**Mid-Term Exam (10%)**

The mid-term will be a combination of multiple choice, fill in the blanks, and short essay questions. It will cover all material, including listening examples, from the first half of the semester.

**Final Project (15)%**

See the instructions within Canvas for a complete description.

The final project will consist of either a paper, Power Point presentation, interview transcription, composition, or CD compilation.

You **MUST** provide a bibliography of at least **THREE** sources that are **BOOKS or ARTICLES**. **You CANNOT use the textbook or my lectures as sources** - I want you to provide **NEW** information, not just a condensed version of what we've learned in class. Also, no more than 10% of your paper/project should be quoted material. Again, it is supposed to be your research in your own words. You also need a title, and if you write a paper remember to double-space and provide citations. **ALL** submissions will be scanned through Turnitin - so make sure that you provide citations for **ALL** material that is not your own!!

**Final Exam (20%)**

The final exam will consist of essay questions only. It will cover all the material from the entire semester.

**Supplemental Material**

While not required, I highly recommend that you watch the films in the “Supplemental Material” section of some of the modules. These films will greatly enhance your learning experience. Also, the publisher of the text, Oxford University Press, has a website with additional learning tools for students, found here: <http://www.oup.com/us/starr>

<b>Course Schedule</b>	<b>Date</b>	<b>% of Final Grade</b>
Discussion Posts	Thursdays, 11:59 p.m.	25%
Response Posts	Sundays, 11:59 p.m. (included in Discussion Post grade)	
Module Quizzes	Thursdays 11:59 p.m.	30%
Midterm Exam	Sunday, Feb. 26th	10%
Final Project	Sunday, April 2nd	15%
Final Exam	Sunday, April 23rd	20%

## **Communication**

I will respond to student emails in a timely manner, Monday-Friday, during business hours. Emails sent during the weekend will be replied to on Monday morning. Please use proper capitalization, punctuation, and grammar in your email, as your time at UF is an opportunity to fine-tune your life beyond UF.

## **Late Work**

Because this is an online class, late work will not be accepted. Because some students will register late, the first-week assignments will be due during the second week of classes. So please, be diligent about the due dates and times! Ignorance of due dates is not a valid excuse!

## **Grading**

Assignments will be evaluated with a grading rubric within 3 days of assignment due date. Comments will be made from the instructor or teaching assistant within the rubric. Click on the rubric icon to open the rubric to view your grade and comments.

Grading policies follow the policies laid out by UF. To understand how UF assigns grade points see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. I use a standard grading scale when assigning grades.

A = 93-100  
A- = 90-92  
B+ = 87-89  
B = 83-86  
B- = 80-82  
C+ = 77-79  
C = 73-76  
C- = 70-72  
D+ = 67-69  
D = 63-66  
D- = 60-62

## **Office Hours**

I will be holding virtual office hours via the Conferences tab on Canvas. You may join the conference in one of the following ways: 1) mute both your microphone and your webcam and listen only, 2) un-mute your microphone but keep your webcam muted so that you may ask questions but remain anonymous, 3) un-mute both your microphone and webcam to fully participate in the conference.

For virtual office hours or office hours other than those listed above, please contact me through the Inbox tool in Canvas to arrange an appointment.

## **Technology**

If you experience a technical problem, please contact the e-Learning Help Desk first at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). If it is an urgent problem, call them on the phone at (352) 392-4357. Take note of your Help Desk ticket number. Send me an email via the Canvas email system confirming that you have taken the advice of the Help Desk and provide me with

your ticket number. If you have a computer malfunction, remember that there are computers available in the libraries across campus. Therefore, technology problems will not be an acceptable excuse for late or absent work. FYI, you **MUST** be able to listen to the musical examples.

### **Accommodations for Disabilities**

Students who require specific accommodations for a disability should speak with me within the first two weeks of class to ensure these accommodations are met. Students requesting classroom accommodation must first register with the Dean of Students Office. The office will provide documentation to the student who must provide this documentation to the instructor. Contact the Dean of Students Disability Resource Center here: <http://www.dso.ufl.edu/drc/>. If this applies to you, please give me your DRC letter at the **beginning** of the semester so that I can accommodate your needs.

### **Academic Integrity**

According to UF's Student Conduct & Honor Code, plagiarism includes, but is not limited to:

1. "Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution."
2. "Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student."

This can include friend's papers, sources on the internet, or other sources that you do not cite. Any student who is discovered plagiarizing will receive a ZERO for that assignment and he or she will be reported to the Office of Student Conduct for further actions. If you want to provide a quotation, please use this example: "Quote" (Baker, 21). That is, the quotation followed by the author's last name and the page number or numbers accessed, all enclosed in parenthesis.

**NOTE: I do not permit Wikipedia as an academic source!** If information is used from Wikipedia rather than the assigned textbook, the student will receive a ZERO for that assignment. As stated on the UF Student Conduct & Honor Code website, unauthorized use of materials includes: "3. Any materials or resources which the faculty member has notified the student or the class are prohibited."

### **Class Schedule**

This schedule is tentative and subject to change. Any changes will be announced to the class via Canvas.

### **Introduction to the Course**

#### **Due Sunday, Jan. 8**

Assignments: Introduction discussion post  
Syllabus quiz

**Module 1: Chapter 1 “Themes and Streams of American Popular Music”**

To Do	Due Date	Assignments
Read pg. 5-44	<b>Thurs. Jan 12</b>	Discussion Post #1
Watch Lecture Video		Quiz #1
Listen: “Barbara Allen, “Coo Coo,” “Stagolee,” “La Negra”	<b>Sun. Jan 15</b>	Two (2) Response Posts

**Module 2: Chapter 2 “After the Ball’: Popular Music of the Nineteenth and Early Twentieth Centuries”**

To Do	Due Date	Assignments
Read pg. 45-72	<b>Thurs. Jan 19</b>	Discussion Post #2
Watch Lecture Video		Quiz #2
Listen: “After the Ball” “Jeanie with the Light Brown Hair”	<b>Sun. Jan 22</b>	Two (2) Response Posts

**Module 3: Chapter 3 “Catching as the Small-Pox’: Social Dance and Jazz, 1917-1935”**

To Do	Due Date	Assignments
Read pg. 73-104	<b>Thurs. Jan 26</b>	Discussion Post #3
Watch Lecture Video		Quiz #3
Listen: “Tiger Rag,” “Dipper Mouth Blues,” “East St. Louis Toodle-Oo”	<b>Sun. Jan 29</b>	Two (2) Response Posts

**Module 4: Chapter 4 “I Got Rhythm’: The Golden Age of Tin Pan Alley Song, 1920s and 1930s”**

To Do	Due Date	Assignments
Read pg. 105-124	<b>Thurs. Feb. 2</b>	Discussion Post #4
Watch Lecture Video		Quiz #4
Listen: “April Showers” “How Deep Is the Ocean” “I Got Rhythm”	<b>Sun. Feb. 5</b>	Two (2) Response Posts

**Module 5: Chapter 5 “St. Louis Blues’: Race Records and Hillbilly Music, 1920s and 1930s”**

To Do	Due Date	Assignments
Read pg. 125-154	<b>Thurs. Feb. 9</b>	Discussion Post #5
Watch Lecture Video		Quiz #5
Listen: “St. Louis Blues”	<b>Sun. Feb. 12</b>	Two (2) Response Posts
“That Black Snake Moan”		
“Crossroad Blues”		
“Blue Yodel No. 2” “Waiting for a Train”		
“Gospel Ship” “The Sun Didn’t Shine”		

**Module 6: Chapter 6 “In The Mood’: The Swing Era, 1935-1945”**

To Do	Due Date	Assignments
Read pg. 155-198	<b>Thurs. Feb. 16</b>	Discussion Post #6
Watch Lecture Video		Quiz #6
Listen: “Wrappin’ It Up”	<b>Sun. Feb. 19</b>	Two (2) Response Posts
“Taking a Chance on Love”		
“Caravan”		
“One O’Clock Jump” “In The Mood”		
“New San Antonio Rose” “Brazil”		

**Module 7: Chapter 7 “Choo Choo Ch’ Boogie’: The Postwar Era, 1946-1954”**

To Do	Due Date	Assignments
Read pg. 199-239	<b>Thurs. Feb. 23</b>	<b>No Discussion Post</b>
Watch Lecture Video		Quiz #7
Listen: “Nancy (With the Laughing Face)”	<b>Sun. Feb. 26</b>	<b>MIDTERM</b>
“Nature Boy” “Mambo No. 5”		Note: I drop one quiz grade, so you can skip Quiz 7 if you are confident with your grade thus far
“Choo Choo Ch’Boogie”		
“(I’m Your) Hoochie Coochie Man”		
“Mama, He Treats Your Daughter Mean”		
“Hound Dog”		
“It’s Mighty Dark to Travel”		
“I’m So Lonesome I Could Cry”		

**Module 8: Chapter 8 “Rock Around the Clock’: Rock ‘n’ Roll, 1954-1959”**

To Do	Due Date	Assignments
Read pg. 240-283	<b>Thurs. Mar. 2</b>	Discussion Post #8
Watch Lecture Video		Quiz #8
Listen: “Sh-Boom”	<b>Sun. Mar. 5</b>	Two (2) Response Posts
“Shake Rattle and Roll”		
“Mystery Train”		
“Maybellene”		
“Don’t Be Cruel”		
“La Bamba”		
“Charlie Brown”		
“Long Tall Sally”		

**SPRING BREAK: March 6-10**

**Module 9: Chapter 9 “Good Vibrations’: American Pop and the British Invasion, 1960s”**

To Do	Due Date	Assignments
Read pg. 284-321	<b>Thurs. Mar. 16</b>	Discussion Post #9
Watch Lecture Video		Quiz #9
Listen: “Be My Baby”	<b>Sun. Mar. 19</b>	Two (2) Response Posts
“My Girl”		
“You Can’t Hurry Love”		
“Yesterday”		
“Eleanor Rigby”		
“Good Vibrations”		

**Module 10: Chapter 10 “Blowin’ in the Wind’: Country, Soul, Urban Folk, and the Rise of Rock, 1960s”**

To Do	Due Date	Assignments
Read pg. 322-367	<b>Thurs. Mar. 23</b>	Discussion Post #10
Watch Lecture Video		Quiz #10
Listen: “You Send Me”	<b>Sun. Mar. 26</b>	Two (2) Response Posts
“A Change is Gonna Come”		
“Papa’s Got a Brand New Bag”		
“Respect”		
“Like a Rolling Stone”		
“Crossroads”		



**Module 11: Chapter 11 “The 1970s: Rock Music, Disco, and the Popular Mainstream”**

To Do	Due Date	Assignments
Read pg. 368-407	<b>Thurs. Mar. 30</b>	Discussion Post #11
Watch Lecture Video		Quiz #11
Listen: “It’s Too Late”	<b>Sun. Apr. 2</b>	Two (2) Response Posts
“Superstition”	<b>Sun. Apr. 2</b>	<b>Final Project Due</b>
“Love’s Theme”		
“Hotel California”		
“Stairway to Heaven”		
“Oye Como Va”		
“Love to Love You Baby”		

**Module 12: Chapter 12 “Outsiders’ Music: Progressive Country, Reggae, Salsa, Punk, Funk, and Rap, 1970s”**

To Do	Due Date	Assignments
Read pg. 408-449	<b>Thurs. Apr. 6</b>	Discussion Post #12
Watch Lecture Video		Quiz #12
Listen: “Poncho and Lefty”	<b>Sun. Apr. 9</b>	Two (2) Response Posts
“Pedro Navaja”		
“Psycho Killer”		
“The Message”		

**Module 13: Chapter 13 “The 1980s: Digital Technology, MTV, and the Popular Mainstream”**

To Do	Due Date	Assignments
Read pg. 450-490	<b>Thurs. Apr. 13</b>	Discussion Post #13
Watch Lecture Video		Quiz #13
Listen: “Lady”	<b>Sun. Apr. 16</b>	Two (2) Response Posts
“Sweet Dreams (Are Made of This)”		
“What’s Love Got to Do with It”		
“Jump”		
“Sledgehammer”		
“Like a Virgin”		
“When Doves Cry”		

**Module 14: Chapter 14 “Smells Like Teen Spirit’: Hip-Hop, Alternative Music, and the Entertainment Business”**

<b>To Do</b>	<b>Due Date</b>	<b>Assignments</b>
Read pg. 491-541	<b>WED. APR. 19</b>	Discussion Post #14
Watch Lecture Video	<b>WED. APR. 19</b>	Quiz #14
Listen: “Walk This Way”	<b>WED. APR. 19</b>	Two (2) Response Posts
“Night of the Living Baseheads”	The last day of classes is Wed. April 19 <sup>th</sup> , Thus <b>ALL</b> assignments are due!	
“What’s My Name?”		
“U.N.I.T.Y.”		
“Holiday in Cambodia”		
“Smells Like Teen Spirit”		
“Doo Wop (That Thing)”		
“Nowhere to Stand”		

**FINAL EXAM**

<b>Due Date</b>	<b>Assignments</b>
<b>Sun. Apr. 23</b>	<b>FINAL EXAM</b>
The final will Thurs. 4/20 to	be available from Sun. 4/23