

Popular Music in America  
Summer A 2019  
MUH 3025, E-Learning in Canvas  
Section 0105 (14213)  
Prerequisites: None

**Instructor:** Joachim Polack

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

Course Supervisor:  
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**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 the cultural and historical context of American popular 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
- Draw 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
- Write scholarly essays with the correct grammar and formatting

**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, 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.**

**This course is a 6-week condensed version of the 15-week course usually available during the Fall/Spring terms. There will be multiple chapters, discussion posts, and lectures to watch in every given module. If this were a face-to-face class, we would**

**most likely be meeting five days per week. Therefore, keep this in mind that you will need to be DILIGENT in keeping up with the materials.**

### **Honor Code**

I am well-aware of websites that provide information that could be beneficial to your understanding of popular music. **However, the use of website repositories, such as Course Hero, are explicitly forbidden for answers to discussion posts, assignments, quizzes, tests, and essays, or the copying of others' existing work. These sites are prohibited and will constitute a violation of the Honor Code.**

### **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*, 5<sup>th</sup> ed. New York: Oxford University Press, 2018. ISBN: 9780190632991

The **fifth edition** contains new material and a completely re-written chapter and is therefore the required edition. A previous edition will not be sufficient. 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: [www.oup.com/us/starr](http://www.oup.com/us/starr)

### **Listening Examples**

As I mentioned above, you **MUST** purchase the fifth 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. You are welcome to access the songs through YouTube if they are available **AND** the correct versions.

To access the musical examples via the Oxford University Press (OUP)

Dashboard: <https://dashboard.oup.com/d21/login>

Set up your account and login, click on the course (MUH3025, Section XXXX). Then click on the following: course content, view content, chapter number, streaming audio. If you click on the Listening Guides, OUP will guide you through the song with analysis in real time. Very helpful in understanding song forms!

Because music-listening is an important part of our class, it is important to do so 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 (250-350 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 etiquette 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 Tests (30%)***

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

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

### ***Final Project (20%)***

See the instructions within Canvas for a complete description.

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

You **MUST** provide a bibliography of at least **THREE scholarly sources** (books or articles). **NO WEBSITES. 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 15% 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 (25%)***

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><u>Date</u></b>	<b><u>% of Final Grade</u></b>
Discussion Posts	Thursdays, 11:59 p.m.	25%
Response Posts	Sundays, 11:59 p.m. (included in Discussion Post grade)	
Module Tests	Sundays, 11:59 p.m.	30%
(Module 6 Test due on the last day of classes, Friday, June 21st at 11:59 p.m.)		
Final Project	Tuesday, Apr. 2nd	20%
Final Exam	Thursday, Dec. 25th	25%

### **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. Please use proper capitalization, punctuation, and grammar in your email, as your time at UF is an opportunity to fine-tune your writing skills beyond UF.

### **Late Work**

Because this is an online class, late work will not be accepted. 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.

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

63-66 = D  
60-62 = D-

### **Office Hours**

For virtual office hours, please contact me through the Inbox tool in Canvas to arrange an appointment. I will hold virtual office hours via the Conferences tab on Canvas.

### **Technology**

If you experience a technical problem, please contact the e-Learning Help Desk first at 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 the parenthetical model → "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: We do not allow 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**

Assignments: Introduction discussion, post due by 11:59 p.m. Thursday  
Introduction quiz, due by 11:59 p.m. Sunday

### **Module 1 - Chapters 1 & 2**

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

<b>To Do</b>	<b>Due Date</b>	<b>Assignments</b>
Read pg. 5-45	<b>Thurs. May 16</b>	Discussion Post #1
Introduction	<b>Sun. May 19</b>	Discussion Post Intro
Quiz	<b>Sun. May 19</b>	Syllabus Quiz
Watch Lecture Video	<b>Sun. May 19</b>	Quiz #1
Listen: “Barbara Allen, “Coo Coo,” “Stagolee,” “La Negra”		Two (2) Response Posts

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

<b>To Do</b>	<b>Due Date</b>	<b>Assignments</b>
Read pg. 46-72	<b>Thurs. May 16</b>	Discussion Post #2
Watch Lecture Video	<b>Sun. May 19</b>	Two (2) Response Posts
Listen: “After the Ball” “Jeanie with the Light Brown Hair”		

### **Module 2 - Chapters 3 & 4**

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

<b>To Do</b>	<b>Due Date</b>	<b>Assignments</b>
Read pg. 73-104	<b>Thurs. May 23</b>	Discussion Post #3
Watch Lecture Video	<b>Sun. May 26</b>	Quiz #2
Listen: “Tiger Rag,” “Dipper Mouth Blues,” “East St. Louis Toodle-Oo” “West End Blues” “Ain’t Misbehavin’”		Two (2) Response Posts

**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. May 23</b>	Discussion Post #4
Watch Lecture Video	<b>Sun. May 26</b>	Two (2) Response Posts
Listen: “My Blue Heaven” “April Showers”		
“How Deep Is the Ocean”		
“I Got Rhythm”		

**Module 3 - Chapters 5 & 6**

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

To Do	Due Date	Assignments
Read pg. 125-156	<b>Thurs. May 30</b>	Discussion Post #5
Watch Lecture Video	<b>Sun. June 2</b>	Quiz #3
Listen: “St. Louis Blues”		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”		

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

To Do	Due Date	Assignments
Read pg. 157-201	<b>Thurs. May 30</b>	Discussion Post #6
Watch Lecture Video	<b>Sun. June 2</b>	Two (2) Response Posts
Listen: “Wrappin’ It Up”		
“Taking a Chance on Love”		
“Caravan”		
“One O’Clock Jump” “In The Mood”		
“New San Antonio Rose” “Brazil”		

## **Module 4 - Chapters 7, 8, & 9**

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

<b>To Do</b>	<b>Due Date</b>	<b>Assignments</b>
Read pg. 202-246	<b>Thurs. June 6</b>	<b>No Discussion Post</b>
Watch Lecture Video	<b>Sun. June 9</b>	Quiz #4
Listen: “Nancy (With the Laughing Face)”		
“Nature Boy”		
“Mambo No. 5”		
“Choo Choo Ch’Boogie”		
“(I’m Your) Hoochie Coochie Man”		
“Mama, He Treats Your Daughter Mean”		
“Hound Dog”		
“It’s Mighty Dark to Travel”		

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

<b>To Do</b>	<b>Due Date</b>	<b>Assignments</b>
Read pg. 247-290	<b>Thurs. June 6</b>	Discussion Post #8
Watch Lecture Video	<b>Sun. June 9</b>	Two (2) Response Posts
Listen: “Sh-Boom”		
“Shake Rattle and Roll”		
“Mystery Train”		
“Maybellene”		
“Don’t Be Cruel”		
“La Bamba”		
“Charlie Brown”		
“Long Tall Sally”		

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

<b>To Do</b>	<b>Due Date</b>	<b>Assignments</b>
Read pg. 291-328	<b>Thurs. June 6</b>	Discussion Post #9
Watch Lecture Video	<b>Sun. June 9</b>	Two (2) Response Posts
Listen: “Be My Baby”		
“My Girl”		
“You Can’t Hurry Love”		
“Yesterday”		
“Eleanor Rigby”		
“Good Vibrations”		



**Module 5 - Chapters 10, 11, & 12**

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

To Do	Due Date	Assignments
Read pg. 329-376	<b>Thurs. June 13</b>	Discussion Post #10
Watch Lecture Video	<b>Sun. June 16</b>	Quiz #5
Listen: “You Send Me”		Two (2) Response Posts
“A Change is Gonna Come”		
“Papa’s Got a Brand New Bag”		
“Respect”		
“Like a Rolling Stone”		
“Crossroads”		

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

To Do	Due Date	Assignments
Read pg. 377-418	<b>Thurs. June 13</b>	Discussion Post #11
Watch Lecture Video	<b>Sun. June 16</b>	Two (2) Response Posts
Listen: “Bad Girls”	<b>Sun. June 16</b>	<b>FINAL PROJECT DUE</b>
“Love to Love You Baby”		
“Love’s Theme”		
“Stairway to Heaven”		
“Oye Como Va”		

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

To Do	Due Date	Assignments
Read pg. 419-459	<b>Thurs. June 13</b>	Discussion Post #12
Watch Lecture Video	<b>Sun. June 16</b>	Two (2) Response Posts
Listen: “Blue Eyes Crying in the Rain”		
“Pedro Navaja”		
“Psycho Killer”		
“The Message”		

**Module 6: Chapters 13, 14, & 15**

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

To Do	Due Date	Assignments
Read pg. 460-502	<b>Thurs. June 20</b>	Discussion Post #13
Watch Lecture Video	<b>FRIDAY JUNE 21</b>	Quiz #6
Listen: “Lady”		Two (2) Response Posts
“Sweet Dreams (Are Made of This)”		
“What’s Love Got to Do with It”		
“Jump”		
“Like a Virgin”		
“When Doves Cry”		

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

To Do	Due Date	Assignments
Read pg. 503-554	<b>Thurs. June 20</b>	Discussion Post #14
Watch Lecture Video	<b>FRIDAY JUNE 21</b>	Two (2) Response Posts
Listen: “Walk This Way”		
“Night of the Living Baseheads”		
“What’s My Name?”		
“U.N.I.T.Y.”		
“Holiday in Cambodia”		
“Smells Like Teen Spirit”		

**Chapter 15: The Internet Age, 2000-**

To Do	Due Date	Assignments
Read pg. 555-600	<b>Thurs. Apr. 18</b>	Discussion Post #15
Watch Lecture Video	<b>FRIDAY JUNE 21</b>	Two (2) Response Posts
Listen: “Bodysnatchers”	<b>WED. JUNE 19</b>	<b>FINAL EXAM</b>
“Hey Ya”		
“Rolling in the Deep”		
“Shake it Off”		

**FINAL EXAM**

Due Date	Assignments
<b>WED. JUNE 19</b>	<b>FINAL EXAM</b>
The final will be available from Tuesday 6/18 to Wednesday 6/19 (11:59 p.m.)	

\*Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort.