

# Popular Music in America

**Spring 2020**

MUH 3025, E-Learning in Canvas  
REG1(18086), IAC (18087),UFO (18088)

Prerequisites: None

**Instructor: Jason Mullen**

Office Hours: Online office hours via Zoom 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 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.**

## **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)

There is also an ebook version available with the text and listening examples through the Oxford University Press Dashboard. This might be a good option as you will have electronic access to the text and listening examples immediately after purchase and it is a contactless method of delivery. You can also join this Dashboard with your access code if you purchased a physical copy of the text. You can do this by self-enrolling in the Oxford University Press system by following this link:

<https://oup.instructure.com/enroll/G4XRRCR>

### ***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://oup.instructure.com/enroll/G4XRRCR>

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 Quizzes (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 (with the exception of the Module 1) ARE DUE ON SUNDAY BY 11:59 P.M. OF EACH WEEK.**

**Answers to quizzes are available on the FOLLOWING THURSDAY-SUNDAY.**

### ***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, 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 (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 Posts grade)	
Module Quizzes	Sundays, 11:59 p.m.	30%
Midterm Exam	Wednesday, Oct. 25st	10%
Final Project	Tuesday, Nov. 23rd	15%
Final Exam	Thursday, Dec. 17th	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. 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 really 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 through Zoom.

### **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. 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: **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.

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

**To Do:**

Introduction  
 Quiz  
 Watch: Lecture Video  
 Listen: “Barbara Allen,  
 “Coo Coo,”  
 “Stagolee,”  
 “La Negra”

Due Date	Assignments
<b>Sun. Sep. 6</b>	Discussion Post Intro
<b>Sun. Sep. 6</b>	Syllabus Quiz
<b>Tue. Sep. 8</b>	Quiz #1
<b>Thurs. Sep. 10</b>	Discussion Post #1*
<b>Sun. Sep 13</b>	Two (2) Response Posts
<b>* Due with Module 2 on 9/10</b>	

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

**To Do**

Read pg. 46-72  
 Watch Lecture Video  
 Listen: “After the Ball”

Due Date	Assignments
<b>Thurs. Sep 10</b>	Discussion Post #2
<b>Sun. Sep 13</b>	Quiz #2
<b>Sun. Sep 13</b>	Two (2) Response Posts

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

**To Do**

Read pg. 73-104  
 Watch Lecture Video  
 Listen: “Tiger Rag,”  
 “Dipper Mouth Blues,”

Due Date	Assignments
<b>Thurs. Sep. 17</b>	Discussion Post #3
<b>Sun. Sep. 20</b>	Quiz #3
<b>Sun. Sep. 20</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**

Read pg. 105-124  
 Watch Lecture Video  
 Listen: “My Blue Heaven”  
 “April Showers”

Due Date	Assignments
<b>Thurs. Sep. 24</b>	Discussion Post #4
<b>Sun. Sep. 27</b>	Quiz #4
<b>Sun. Sep. 27</b>	Two (2) Response Posts

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

**To Do**

Read pg. 125-156  
 Watch Lecture Video

Due Date	Assignments
<b>Thurs. Oct. 1</b>	Discussion Post #5
<b>Sun. Oct. 4</b>	Quiz #5

Listen:  
"St. Louis Blues"

<b>Sun. Oct. 4</b>	Two (2) Response Posts
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**Module 6: Chapter 6 "In The Mood": The Swing Era, 1935-1945"**

**To Do**  
Read pg. 157-201  
Watch Lecture Video  
Listen: "Wrappin' It Up"

<b>Due Date</b>	<b>Assignments</b>
<b>Thurs. Oct. 8</b>	Discussion Post #6
<b>Sun. Oct. 11</b>	Quiz #6
<b>Sun. Oct. 11</b>	Two (2) Response Posts

**Module 7: Chapter 7 "Choo Choo Ch' Boogie': The Postwar Era, 1946-1954"**

**To Do**  
Read pg. 202-246  
Watch Lecture Video  
Listen: "Nancy (With the Laughing Face)"

<b>Due Date</b>	<b>Assignments</b>
<b>Thurs. Oct. 15</b>	No Discussion Post
<b>Sun. Oct. 18</b>	Quiz #7
<b>Wed. Oct. 21</b>	<b>MIDTERM</b>

**Module 8: Chapter 8 "Rock Around the Clock': Rock 'n' Roll, 1954-1959"**

**To Do**  
Read pg. 247-290  
Watch Lecture Video  
Listen: "Sh-Boom"

<b>Due Date</b>	<b>Assignments</b>
<b>Thurs. Oct. 22</b>	Discussion Post #8
<b>Sun. Oct. 25</b>	Quiz #8
<b>Sun. Oct. 25</b>	Two (2) Response Posts

**Module 9: Chapter 9 "Good Vibrations': American Pop and the British Invasion, 1960s"**

**To Do**  
Read pg. 291-328  
Watch Lecture Video  
Listen: "Be My Baby"

<b>Due Date</b>	<b>Assignments</b>
<b>Thurs. Oct. 29</b>	Discussion Post #9
<b>Sun. Nov. 1</b>	Quiz #9
<b>Sun. Nov. 1</b>	Two (2) Response Posts

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

**To Do**  
Read pg. 329-376  
Watch Lecture Video  
Listen: "You Send Me"

<b>Due Date</b>	<b>Assignments</b>
<b>Thurs. Nov. 5</b>	Discussion Post #10
<b>Sun. Nov. 8</b>	Quiz #10
<b>Sun. Nov. 8</b>	Two (2) Response Posts

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

**To Do**  
 Read pg. 377-418  
 Watch Lecture Video  
 Listen: “Bad Girls”

Due Date	Assignments
<b>Thurs. Nov. 11</b>	Discussion Post #11
<b>Sun. Nov. 15</b>	Quiz #11
<b>Sun. Nov. 15</b>	Two (2) Response Posts

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

**To Do**  
 Read pg. 419-459  
 Watch Lecture Video  
 Listen: “Blue Eyes Crying in the Rain”  
 “Pedro Navaja”

Due Date	Assignments
<b>Thurs. Nov. 19</b>	Discussion Post #12
<b>Sun. Nov. 22</b>	Quiz #12
	Two (2) Response Posts
<b>Tue. Nov. 24</b>	<b>FINAL PROJECT DUE</b>

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

**To Do**  
 Read pg. 460-502  
 Watch Lecture Video  
 Listen: “Lady”

Due Date	Assignments
<b>Thurs. Nov. 26</b>	Discussion Post #13
<b>Sun. Nov. 29</b>	Quiz #13
<b>Sun. Nov. 29</b>	Two (2) Response Posts

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

**To Do**  
 Read pg. 503-554  
 Watch Lecture Video  
 Listen: “Walk This Way”

Due Date	Assignments
<b>Thurs. Dec. 3</b>	Discussion Post #14
<b>Sun. Dec. 6</b>	Quiz #14
<b>Sun. Dec. 6</b>	Two (2) Response Posts

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

**To Do**  
 Read pg. 555-600  
 Watch Lecture Video  
 Listen: “Bodysnatchers”  
 “Shake it Off”

Due Date	Assignments
<b>Thurs. Dec. 10</b>	Discussion Post #15
<b>Sun. Dec. 15</b>	Two (2) Response Posts
<b>Thurs. Dec. 17</b>	<b>FINAL EXAM</b>



## FINAL EXAM

Due Date	Assignment
Thur. Dec. 17	FINAL EXAM
The final will be available from Wed. 12/9 to Thurs. 12/17 (11:59 p.m.)	