

Course Title: MUH 3025: Popular Music in America (Online)

Course Section- 0105

Term: Summer A 2015

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Office hours: Virtual office hours by appointment.

Course Description: “Popular Music” is a term created in the West to describe certain types of music from other parts of the world. We will investigate various ways popular music and other related musics are produced and consumed in people’s everyday lives within a number of cultural and geographical regions. Students will develop listening skills, learn key musical features, and study cultural and historical contexts for making music. This course also introduces the discipline of ethnomusicology and asks students to master its fundamental concepts. Both musicians and non-musicians are encouraged to enroll. There are no prerequisite music classes needed in order to take this class. This is a purely online class.

Course Objectives: As a result of participating in this course, students will be able to:

- Discuss musical topics using appropriate terminology
- Explain what ethnomusicology is and what ethnomusicologists do
- Identify basic components of selected musical styles
- Identify specific socio-cultural factors that give shape to various musical cultures

This is a completely online course. Thus, students should be self-motivated and keep pace with assignments or the results could be disastrous. Everyone starts this class with zero points. Laziness earns you a failing grade. Slightly below average work earns you a D. Average work earns you a C. Slightly above average work earns you a B. Exceptional work earns you an A.

Course Schedule: The Curriculum map that outlines weekly assignments is contained in the course syllabus. Video lectures, listening/video examples and discussion response questions are listed under the resources tab in sakai. When in doubt, consult the syllabus!

E-Learning in Sakai: The E-Learning website will help you become successful in this much of the course material comes directly from class lectures, discussions, and demonstrations.

Learning Modules: The course proceeds through the semester via weekly learning modules, each of which may include reading assignments, listening examples, videos discussion assignments, or various other items when appropriate. The Learning Modules are collected under the “Lessons” tab on the left menu of our Sakai site.

Within each module, I have listed materials in the order that I think they would be best completed. Do whatever is best for you, however, I suggest you begin with the item at the top of the list in each module and work your way down.

Lectures, Reading & Listening: Expect to spend the same amount of time reading and listening (these activities will constitute the bulk of your “homework”) as you would doing work for any other 2000 level course.

Each lecture touches on the important parts of the reading and listening, pulling the sometimes-disparate information together so you can better understand overriding concepts. As this is a music course, there will be a fair amount of listening. Listening examples often accompany discussions in the text or video lecture.

Required Text (1.) *The Pop, Rock, and Soul Reader: Histories and Debates* by David Brackett.

In addition to the textbook, there will be some extra reading, listening and video materials posted on E-Learning Sakai.

Be sure to check the curriculum map in the syllabus in order to keep up with all assignments.

Lectures: Each lecture touches on the important parts of the reading and listening, pulling the sometimes-disparate information together so you can better understand overriding concepts.

Weekly Assignments: Your registration for an online course implies that you are willing to take part in course discussion, which requires coherent writing skills. Students who are unwilling or unable to participate regularly and productively in course discussion have historically been unsuccessful in this course. Each Learning Module contains a discussion assignment with a writing prompt that asks you to reflect upon a number of aspects from the week’s covered material. Discussions response questions can be found under the “Resources” tab on the left menu of our Sakai site. **Discussion responses are expected to be thoughtful, respectful, and thoroughly address the issues raised in the discussion prompt.** Think of your discussion response as the equivalent of a one-page paper that is intelligently organized and relevant to the topic at hand. Your post should show that you have read and understood the information from the Learning Module and should use specific examples from the reading and listening.

Your up-to-date grade will be listed under the gradebook 2 tab in sakai.

I will grade discussion responses like this:

F (0-60%): Your response is rather short, mechanical, and/or not thorough. Little thought has gone into your response, and you have

barely addressed issues raised in the writing prompt. Grammar and spelling may also be below average and thus obscure your meaning.

D (61-70%): Your response mentions all the issues raised in the writing prompt, but nothing else. Overall, your response lacks depth. Grammar and spelling may also be below average and thus obscure your meaning.

C (71-80%): Your response includes perhaps a few sentences exploring each of the issues raised in the writing prompt. Overall, your response hints toward understanding, but falls short of demonstrating that you have read, listened to, and reflected upon the material. Grammar and spelling may be average or slightly above average.

B (81-90%): Your response thoroughly explores the issues raised in the writing prompt, demonstrating that you have read, listened to, understood, and reflected upon the material. Your writing is organized, free of spelling and grammar mistakes, and clearly expresses a thoughtful and intelligent perspective.

A (91-100%): Your response is above average because you have thoroughly addressed all the issues as described above, and you have contributed something more original, perhaps a description of some examples similar to those discussed in the material or a personal experience that relates in some way to the topic at hand.

****Each written assignment is due on the Friday of that week's lecture.****

Take Note: Don't underestimate the impact of the discussion assignments on your final grade. In order to be successful in this course, you must submit your responses in a timely fashion.

Discussion papers will only be available for the dates corresponding to each weekly lesson. I will not re-open discussions for **ANY** reason, so keep up! Keep this in mind as you map out your strategy for successfully completing the course material.

Please be clear about this: It is **wrong** for you to copy ANY material from any other source besides your own brain when writing your discussion responses. This includes any print or online source. This also includes any responses from current or former students of MUH 3025. Please, please, please do not cut and paste from the Internet or any other source. It is painfully obvious when you do this. **ALL** of the information you need to contribute to discussions is found in the course materials and in your own head. Copying is cheating, and cheating will be reported to the

Student Honor Court without exception (see Academic Honesty section below). If you don't know what plagiarism is, please read about it here: www.plagiarism.org.

Final Exam: The final exam covers material from the entire semester. The exam will be timed, "closed-book" test. They will each consist of two sections, one featuring short answer questions testing your understanding of taught course material and one that features several long-answer questions that tests your critical thinking regarding taught concepts and musics. There will be no make-up exams after the exam date unless there are extenuating circumstances. Material for the exam will be drawn from class content.

Procedure for exam problems:

1. If you experience a technical problem while taking the midterm or final exam, contact the E-Learning Help Desk first. If it is an urgent problem, call them on the phone.
2. Work through the problem as best you can by taking the advice of the Help Desk representative.
3. Take note of your Help Desk ticket number.
4. Send me an email vis the Sakai email system confirming that you have taken the advice of the Help Desk. Also include your Help Desk ticket number in the email.
5. Depending on your problem and its resolution, you may or may not have access to a makeup exam.

Communication: Please use the email system within Sakai to communicate with me. It is much easier for me to deal with problems and questions if you do so. In emergencies only, use my email address: cfh745@ufl.edu. From time to time, you will also receive important announcements in the form of emails sent from within our Sakai course. Don't ignore these. Read them and be responsible for their content. All of these announcements will be stored within Sakai under the "Announcements" tab.

Help Desk: It is your responsibility to keep your computer in good working order, including keeping your computer compatible with Sakai specifications. It is also very important to make sure you can play musical examples. Any work missed because of your technology problems will not be excused. The computer lab located in the Architecture Building on campus is open 24 hours per day, 7 days per week for all UF students to use computers located there. There are also other computer labs across campus students can use. Again, technology issues are no excuse for missed work! Contact the help desk if you need help configuring your computer for Sakai: learning-support@ufl.edu or (352) 392-4357. If you send me an email about technology problems, I will simply reply with the help desk information. If the folks at the help

desk tell me I need to change something on our E-Learning site, I will. But go there first!!

Class Listserv: Once you enroll in this course, you will be automatically added to the class listserv. I will send emails to you very often, and all of them are important. Please do not automatically delete messages from the listserv address. Read each message and consider keeping a file with all the listserv emails so you can refer back to any essential information.

Academic Honesty Guidelines: I take cheating very seriously, and I am bound by University policy to report any instance of suspected cheating to the proper authorities. I have done this many times in the past and will keep doing so in the future. The online learning environment provides many temptations for cheating, but you will be much better off if you don't give into them. I expect you to abide by the Student Honor Code and accept the consequences of your actions.

All students are required to abide by the Academic Honesty Guidelines, which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Code of Conduct. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017)."

Read more about student rights and responsibilities concerning academic honesty here: <http://www.dso.ufl.edu/judicial/academic.php>.

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation." 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 I can plan for your needs.

Student Responsibilities: It is the student's responsibility to make sure you know what is going on. If you have a problem, please contact me as early as possible. I am completely willing and indeed honor-bound to help you in any reasonable way I can. It is the students responsibility to be aware of due dates, submit assignments in a timely fashion and to communicate with me concerning any pressing issues.

Overall Course Grading:

Your overall course grade is not weighted and is based upon the sum of all earned points on all assignments (weekly discussion papers and the final exam). Please consult the gradebook 2 tab each week to view your current grade.

Grading Scale:

A	=	95-100
A-	=	91-94
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	64-67
D-	=	61-63
Failing	=	0-60

* The teacher reserves the right to change and/or modify the syllabus as needed during the semester.

Curriculum Map:

Unit 1: Listening to the Music Industry, written prompt due 05/15/15.

Unit 2: Into and Out of Depression, written prompt due 05/22/15.

Unit 3: Tin Pan Alley and Swing, written prompt due 05/22/15.

Unit 4: The Post-War Era, written prompt due 05/22/15.

Unit 5: The Rock and Roll Moment, written prompt due 05/29/15.

Unit 6: The 50s and 60s, “Respect”, written prompt due 05/29/15.

Unit 7: Folk Revivals, written prompt due 06/05/15.

Unit 8: The 60s Counterculture, written prompt due 06/05/15.

Unit 9: The 70s, Songwriting in the 70s, written prompt due 06/05/15.

Unit 10: Gettin’ Down, written prompt due 06/12/15.

Unit 11: 1980s, written prompt due 06/12/15.

Unit 12: Hip Hop I, written prompt due 06/12/15.

Unit 13: Hip Hop II, written prompt due 06/19/15.

Unit 14: Hip Hop Goes Global, written prompt due 06/19/15.

Final Exam. 06/19/15.
