American Popular Music (MUSC-1030) explores the world of vernacular popular music in the United States from the mid-20th Century. Along with the music itself, it also discusses its relationship to concerns of race, gender, and sexuality in the latter half of the 20th century. A recurring theme is how the music from marginalized populations often serves to re-energize “mainstream” music, even as it risks having its message coopted and defanged.

Syllabus

**MUSC-1030 *American Popular Music FF***

  Instructor Contact Information

[Dr. Ross Hagen](https://uvu.instructure.com/courses/576062/pages/instructor-information)

Please make use of Canvas's Inbox if you need to get in touch.

  Course Description

Studies the emergence, development, and characteristics of American music including Jazz, Blues, Country, Rock, Motown, Hip-Hop, and other popular styles. Examines the contributions of European, African, Latin and other cultural traditions on American popular music. Studies the influences of mass media and technology. Examines the marketing and dissemination of popular music by the music industry. Studies the role of popular music as a symbol of race, class, gender, and generation. Fulfills the Fine Arts general education distribution requirement and addresses the Intellectual and Practical Skills Foundation essential learning outcomes of qualitative reasoning.

This is a General Education course fulfilling the Fine Arts distribution.

  Course Outcomes

Upon successful completion of this course, students will be able to:

* Describe the emergence, development, and characteristics of the most significant styles of American popular music;
* Discuss the interaction of European, African, Latin and other cultural traditions in popular music;
* Evaluate the influences of mass media and technology on the history of popular music and the development of the music industry;
* Address the role of popular music as a symbol of identity (race, class, gender, generation).

  Prerequisites and Needed Skills

Course Prerequisites:  None

Technology Expectations:  Given its writing components and some other projects, this course is best done on a desktop or laptop computer. Many of the musical examples of the course are provided in Spotify playlists and YouTube videos, although they can be accessed in other ways as well. One of the projects involves the use of a free online music production program.

  Materials, Fees and Technology Tools

Required materials, fees and technology:

Covach and Flory, *What’s That Sound?* 6th edition E-Book package.  ISBN-10 0393872459

Optional materials, fees and technology:

A Spotify subscription will be helpful, but is not required.

How This Course Works

**Course Mode:**

This course is an asynchronous online course, meaning that there is no expectation of a scheduled livestream or live discussion.  All of the activities for each week are due by midnight on Friday.

**Description of how course works:**

This course is housed almost fully through Canvas, and the textbook loads into your Canvas pages. Canvas also links with the textbook's "Inquizitive" quizzing software via the student's subscription. These involve a variety of questions drawn from the textbook and listening examples, but students are able to continue working with the quiz until they receive the desired score.

Microsoft Teams will be used for a weekly "drop in" office hour on Thursdays at 10am.

This course traces the history of popular music from the mid-20th century to the present, focusing largely on rock music and related styles. Each week takes on a single chapter from the textbook and typically includes a few other supplemental videos or other resources. Regular activities include a "Mic-Check!" community discussion, a discussion on a topic pertinent to the chapter, an Inquizitive activity, and an additional assignment for the week that may involve critical reflection and/or independent research. The course also includes six "Nine-Square" assignments, in which the students will choose from a menu of diverse activities. Larger assignments for the course include a term paper, attendance and review of two live music events, and a final assessment.

Given the topics covered in this course, it necessarily involves some adult content.

For this **three (3) credit-hour** course students should expect to spend up to**9+ hours a week** completing course activities.

**Third Party Usage**

You will need to use these Technology Tools.  Please review their Privacy Policies and Terms of Service

* YouTube: [Terms of ServiceLinks to an external site.](https://www.youtube.com/static?template=terms) & [Privacy PolicyLinks to an external site.](https://policies.google.com/privacy)
* Spotify:  [Terms of ServiceLinks to an external site.](https://www.spotify.com/kr-en/legal/end-user-agreement/) & [Privacy PolicyLinks to an external site.](https://www.spotify.com/us/legal/privacy-policy/)
* Soundtrap:  [Terms of ServiceLinks to an external site.](https://www.soundtrap.com/legal/terms/creator/world) & [Privacy PolicyLinks to an external site.](https://www.soundtrap.com/legal/privacy/world)

**Student Responsibilities:**

* *Start class the first week of the term.*
* ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates****.*
* *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). Learn how to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files. If you have technology-related problems contact the*[*Service DeskLinks to an external site.*](https://www.uvu.edu/servicedesk/)*.*
* *Abide by ethical standards. Your work must be your own.*
* *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

**Instructor Responsibilities:**

* *Respond to messages within ONE business day. If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
* *Provide timely, meaningful and constructive feedback on assignments.*
* *Facilitate an effective learning experience.*
* *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
* *Mentor students through the course.*

**Inclusion Statement**

“Come as you are. UVU has a place for you.”--President Tuminez.

UVU is committed to fostering an inclusive and diverse learning environment. In this class, we acknowledge our differences and accept our diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture as a strength. We strive to foster equity and to maximize respect and fairness. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity CommitteeLinks to an external site.](https://www.uvu.edu/inclusion/about/index.html) to ask for help and support.

 Grading and Late Work Statement

**Grading Scale:**

The following grading standards will be used in this class:

|  |  |
| --- | --- |
| **Grade** | **Percent** |
| **A** | 94-100 |
| **A-** | 90-93 |
| **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 |
| **E** | 0-59 |

**Assignment Categories**

| **Activity** | **Percent** |
| --- | --- |
| Module Assignments | 20% |
| Nine-Square Assignments | 15% |
| Quizzes | 15% |
| Discussions | 10% |
| Mic-Check Discussions | 5% |
| Concert Reviews | 20% |
| I-Search Paper | 10% |
| Final Assessment | 5% |

**Late Work Statement:**

Assignments will remain open for a week after their initial due date, however they will automatically be assessed a 10% penalty for each day they are late.

 Assignment and Assessment Descriptions

**Assignments:**

* Module Assignments: These are a variety of shorter assignments that involve critical reflection and/or outside research.
* Nine-Square Assignments: These assignments include a menu of assignments that include creative and scholarly options. Students will choose a total of six over the semester.
* Inquizitives: These interactive quizzes cover the textbook's reading and listening selections for each chapter. Students may work on them until they reach the desired score, without time limits or restrictions (apart from the due dates).
* Concert reviews: Over the course of the semester, students will need to attend two events featuring live music, with at least one involving a local musician or group.
* [I-Search Paper](https://uvu.instructure.com/courses/576062/assignments/7212495): This is a research paper that involves multiple steps over the semester, including choosing a topic and identifying sources.

**Discussions:**

Discussions will be opportunities to explore topics together in smaller groups.  Posts to the discussion should add significantly to the conversation and support your point of view.  *Comments that do not add significantly to a discussion will receive****no credit****.* It is okay to disagree in a discussion.  In fact much learning happens when we disagree.  However we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the regular Friday due dates, for both the initial post and responses. It is best to post earlier in the week and return later to respond once others in your group have posted their initial thoughts.

The Mic-Check Discussions are more casual community-building discussions that encourage us to get to know each other, and may not always directly involve music.

**Assessments:**

The term project for this course is a research paper using the I-Search format, in which the research process is central to the paper's narrative. The final assessment asks the student to create an annotated playlist as a retrospective for the course.

 Course Schedule

| **Week** | **Assignments** |
| --- | --- |
| **Module 1: Introduction - Studying Rock**  **Due: August 26** | Module 1: Mic-Check!  Module 1: E-Book - Introduction: Studying Rock  Module 1: Watch - Scale Degrees and Chord Progressions  Module 1: Playlist and Listening Guides  Inquizitive: Introduction - Studying Rock  Module 1: Discuss - Soundtrack of Your Life |
| **Module 2: The Birth and First Flourishing of Rock & Roll**  **Due: September 2** | Module 2: Mic-Check!  Module 2: E-Book - Chapter 2: The Birth and First Flourishing of Rock  Module 2: Watch - Blues, Honky-tonk, and Rock 'n' Roll  Module 2: Playlist & Listening Guides  Inquizitive - Chapter 2: The Birth and First Flourishing of Rock  Module 2: Discuss - Music, Gender, and Social Status  Module 2: Nine Square Activity |
| **Module 3: The Demise of Rock and the Promise of Soul**  **Due: September 9** | Module 3: Mic-Check!  Module 3: E-Book - Chapter 3: The Demise of Rock and the Promise of Soul  Module 3: Watch - The Sophisticated Sound of Pop Music  Module 3: Playlist & Listening Guides  Inquizitive - Chapter 3: The Demise of Rock and the Promise of Soul  Module 3: Discuss - Teenyboppers  Module 3: Submit - Subversive Music I  Inquizitive -  Chapter 3: The Demise of Rock & the Promise of Soul |
| **Module 4: The Beatles and the British Invasion**  **Due: September 16** | Module 4: Mic-Check!  Module 4: E-Book - Chapter 4: The Beatles and the British Invasion  Module 4: Watch - Beatlemania  Module 4: Playlist & Listening Guides  Inquizitive - Chapter 4: The Beatles and the British Invasion  Module 4: Discuss - I-Search Paper Topic Discussion  Module 4: Nine Square Activity |
| **Module 5: American Responses**  **Due: September 23** | Module 5: Mic-Check!  Module 5: E-Book - Chapter 5: American Responses  Module 5: Watch - Pete Seeger on Folk Music, Folk Rock  Module 5: Playlist & Listening Guides  Inquizitive - Chapter 5: American Responses  Module 5: Discuss - Rock Music & TV  Module 5: Submit - Music and Protest Movements |
| **Module 6: Motown Pop & Southern Soul**  **Due: September 30** | Module 6: Mic-Check!  Module 6: E-Book - Chapter 6: Motown Pop and Southern Soul  Module 6: Watch - The Motown Sound  Module 6: Playlist & Listening Guides  Inquizitive - Chapter 6: Motown Pop and Southern Soul  Module 6: Discuss - Motown and Southern Soul  Module 6: Nine Square Activity |
| **Module 7: Psychedelia**  **Due: October 7** | Module 7: Mic-Check!  Module 7: E-Book - Chapter 7: Psychedelia  Module 7: Watch - Sgt Pepper & Pet Sounds  Module 7: Playlist & Listening Guides  Inquizitive - Chapter 7: Psychedelia  Module 7: Discuss - Concept Albums  Module 7: Submit - Concert Review |
| **Module 8: The Growing Rock Monster**  **Due: October 21** | Module 8: Mic-Check!  Module 8: E-Book - Chapter 8: The Growing Rock Monster  Module 8: Watch - 70s Progressive Rock and Heavy Metal  Module 8: Playlist & Listening Guides  Inquizitive - Chapter 8: The Growing Rock Monster  Module 8: Submit - I-Search Sources  Module 8: Submit - Prog Rock Legacies  Module 8: Nine Square Activity |
| **Module 9: Black Pop, Reggae, & the Rise of Disco**  **Due: October 28** | Module 9: Mic-Check!  Module 9: E-Book - Chapter 9: Black Pop, Reggae, and the Rise of Disco  Module 9: Watch - Early Synthesizers  Module 9: Playlist & Listening Guides  Inquizitive - Chapter 9: Black Pop, Reggae, and the Rise of Disco  Module 9: Discuss - Reggae, Funk, Disco  Module 9: Submit - Latin American Music |
| **Module 10: Mainstream Rock, Punk, and New Wave**  **Due: November 4** | Module 10: Mic-Check!  Module 10: EBook - Chapter 10: Mainstream Rock, Punk, and New Wave  Module 10: Watch - Punk & Power Chords  Module 10: Playlist & Listening Guides  Inquizitive - Chapter 10: Mainstream Rock, Punk, and New Wave  Module 10: Discuss - Music Scenes  Module 10: Submit - Rock Movie Review  Module 10: Nine Square Activity |
| **Module 11: I Want My MTV**  **Due: November 11** | Module 11: Mic-Check!  Module 11: E-Book - Chapter 11: I Want My MTV  Module 11: Let's Watch Some MTV  Module 11: Playlist & Listening Guides  Inquizitive - Chapter 11: I Want My MTV  Module 11: Discuss MTV  Module 11: Submit - Subversive Music II  Inquizitive: Chapter 11 |
| **Module 12: Heavy Metal, Rap, & Indie Rock**  **Due: November 18** | Module 12: Mic-Check!  Module 12: E-Book - Chapter 12: Heavy Metal, Rap, and Indie Rock  Module 12: Watch - Hip Hop & Sampling  Module 12: Playlist & Listening Guides  Inquizitive - Chapter 12: Heavy Metal, Rap, and Indie Rock  Module 12: Discuss - Fun with Digital Recording  Module 12: Nine Square Activity |
| **Module 13: Alternative Rock & Rock Alternatives**  **Due: December 2** | Module 13: Mic-Check!  Module 13: E-Book - Chapter 13: Alternative Rock and Rock Alternatives  Module 13: Playlist & Listening Guides  Inquizitive - Chapter 13: Alternative Rock and Rock Alternatives  Module 13: Submit - "Rap On Trial"  Module 13: Submit - I-Search Paper |
| **Module 14: Widening Gaps**  **Due: December 9** | Module 14: Mic-Check!  Module 14: E-Book - Chapter 14: Widening Gaps  Module 14: Playlist & Listening Guides  Inquizitive - Chapter 14: Widening Gaps  Module 14: Discuss - Keeping the "Classics" Alive  Module 14: Submit - Local Musician Profile |
| **Module 15: Rock Traditions and the Business of Change**  **Due: December 16** | Module 15: Watch - Course Wrap-Up  Module 15: E-Book: Chapter 15: Rock Traditions and the Business of Change  Module 15: Playlist & Listening Guides  Inquizitive - Chapter 15: Rock Traditions and the Business of Change  Module 15: Discuss - Music Podcast Review  Final Assessment |