University of Wisconsin–Milwaukee
Peck School of the Arts - Department of Music

MUSIC-102 AMERICAN POPULAR MUSIC (GER-A), LEC 002

Fall 2017 – 11:00am to 12:15pm – Tuesday & Thursday – MUS 175 (Recital Hall)

Instructor: Jack W. Forbes
Office: Music 109
Office Hours: Tues. & Thurs. 12:30-1:30pm (or by appt.)
Email: forbesjw@uwm.edu

Course Website: D2L
Program Assistant: Jeremy Zelman
Email: jezelman@uwm.edu

REQUIRED TEXTS AND MEDIA:
2. You will also need to access the required listening materials, which are included with a new copy of the text, or available for streaming via Spotify. To use Spotify, you need to register for a free account (premium account is optional, but eliminates advertisements).
3. Additional video/audio examples and readings will be available via our D2L site.

COURSE OBJECTIVES:
This course is a guide to understanding and enjoying American popular music from the late nineteenth century to the present. Students will survey a variety of popular genres, participate in an interactive learning process of reading, listening, and discussion (both in class and online), and complete a final research paper on a topic of their choosing.

UW SYSTEM SHARED LEARNING GOALS:
1. Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
4. Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
5. Individual, Social, and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

ARTS (a) Definition: A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.

Criteria B1: demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art;
Criteria B3: compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.

GENERAL EDUCATION OBJECTIVES:
Outcome # 1: The student will revisit and provide a historic, geographic, cultural, and aesthetic view of American Popular Music.
Outcome # 2: The student will research and discover new approaches to American Popular Music – issues of form, style, and rhythm as reflected through contemporary cultural developments.

COURSE LOGISTICS:
Students will read materials both online and in the text, attend class lectures, participate in online discussion forums, and complete assignments per the schedule below. Portions of the class are conducted online through UWM’s D2L (Desire to Learn) platform, so you will need regular access to a high-speed internet connection. You will also need an account for the Spotify streaming application for some listening, available for free online.

TIME COMMITMENT:
It is estimated that the time required to meet the expectations of this course is 144 hours over the course of the semester, between reading, listening, participation in discussions, and the research paper. Except for the parameters of weekly assignments, time in this course is unstructured. That being said, grades are determined by quality of the work produced, not by the time invested.
FINAL COURSE GRADE ASSESSMENT

<table>
<thead>
<tr>
<th>Points possible</th>
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<tbody>
<tr>
<td>1) Reading Quizzes (total of 16 @ 5 points each)</td>
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<td>2) Discussion Forums (total of 9 @ 10 points each)</td>
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<td>3) Tests (total of 2 highest scores @ 50 points each)</td>
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<td>4) Research Paper Project</td>
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<td>TOTAL POSSIBLE</td>
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Extra Credit Paper +20 (5.4%)

Final Course Grading Scale

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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>341-370</td>
<td>A</td>
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<tr>
<td>326-340</td>
<td>A-</td>
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<tr>
<td>319-325</td>
<td>B+</td>
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<tr>
<td>304-318</td>
<td>B</td>
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<tr>
<td>289-303</td>
<td>B-</td>
</tr>
<tr>
<td>282-288</td>
<td>C+</td>
</tr>
<tr>
<td>267-281</td>
<td>C</td>
</tr>
<tr>
<td>252-266</td>
<td>C-</td>
</tr>
<tr>
<td>245-251</td>
<td>D+</td>
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<tr>
<td>230-244</td>
<td>D</td>
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<tr>
<td>222-229</td>
<td>D-</td>
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<tr>
<td>0-221</td>
<td>F</td>
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UNIVERSITY POLICIES:
The following link will connect you to a page where you can find the University’s policies regarding students with disabilities, religious observances, students called to active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, grade appeal procedures and final exam requirements: http://www4.uwm.edu/secu/resources/upload/Syllabus-Links.pdf

Please note that plagiarism is a serious academic offense. Students copying work completed by others, whether found on the web, in a book, or written by other students, will at the very least fail the assignment. For serious cases, I will initiate an academic disciplinary procedure. For a description of what this entails see: http://www4.uwm.edu/osl/dean/conduct.cfm

COURSE REQUIREMENTS:

1. **Readings, recordings, and videos**, as directed in Course Schedule
   
   Readings, listening examples, and videos should be completed **before** the class period for which they are scheduled. In class, we will focus not only on the assigned material, but also other material that might not be covered in your assignments.

2. **Attend class lectures**
   
   See the Course Schedule for specific dates and activities. Class is from 11:00am to 12:15pm each Tuesday and Thursday in the Music Building’s Recital Hall (Music 175).

3. **Online reading quizzes** (Note: D2L & Syllabus Quiz, due Friday, September 8th @ 11:59pm)
   
   Quizzes will be available on the first day of each week and due **before** the class period for which they are assigned—no exceptions. There are 10 questions for each quiz (one quiz for each chapter assigned) and you have 20 minutes to complete them. You only have one attempt at each quiz, so be prepared to complete the entire quiz when you decide to take it. Be sure to SAVE your answers as you go, and be sure to SUBMIT the quiz when you are finished. Failure to do either of these operations may result in your quiz not being recorded.

4. **Participation in online discussion forums**
   
   See the Course Schedule for specific due dates. Discussion Forum topics range widely: from open-ended questions to preliminary research for your Research Paper Project (see below) to your responses to posted videos and/or guest performance/lectures. For each discussion forum, **you must post twice**: (1) respond to the original prompt in your own initial post AND (2) write a response to at least one classmate’s post for each topic. Each post (both the initial post & the response) should be between 150-250 words, depending on the specific instructions of the writing prompt. The discussion prompts will be available by the Monday of the week they are due. **Initial posts are due by 11:59pm on Friday and responses are due by 11:59pm Sunday. Late posts receive a one-point penalty for each day they are late.** All postings should be civil, and not inflammatory or insulting. **Supportive posts, even supportively critical, are the most appropriate.**
**Discussion Forum Grading Rubric (5 points each post, 10 points total)**

- 5 points: Builds on ideas from assigned materials, demonstrating ample evidence of critical thought, directly answering the discussion prompt (or your peer’s post), and proofread for mechanics and conventions
- 4: Appropriate response to discussion prompt (or you peer’s post), adequate evidence of critical thought, some errors in mechanics/conventions
- 3: Minimal response to discussion prompt (or your peer’s post), lack of critical thinking/effort, many mechanical/conventional errors
- 2: Inappropriate response to prompt (or your peer’s post) and/or complete lack of effort
- 1: Post completed.
- 0: Post not completed.

5. Three tests: October 5th, November 9th, and December 22nd.

   Please plan accordingly. **Make-ups will only be arranged in the event of an excused absence.** You will need some sort of written documentation as to why you missed a test or it will count as a grade of zero. Only your two highest test grades will count toward your final course grade, unless a grade of zero is due to an unexcused absence.

6. Arts GER Assessment Research Paper Project

   Choose a piece of music (i.e., a song, tune, composition, recording, etc.) that falls in the realm of this course. Conduct research and write a paper that is **no less than 4 and no more than 5 full pages**, not including title page, bibliography, or footnotes. The text must be 12-point Times New Roman font, double-spaced, and submitted via D2L. All citations and the bibliography must follow the Chicago Manual of Style’s “Author-Date” system. **The final paper is due by 11:59pm on Friday, December 1st, 2017.**

   The research paper should cover (but is not limited to) the following:
   - 1. biography of the performer/composer/artist
   - 2. description of the performer/composer/artist’s sound and style, contextualized in U.S. popular music history
   - 3. analysis of the chosen piece (c.f. our textbook’s Listening Guides)
   - 4. socio-historical context of both artist and chosen piece (e.g. public reception, relevant issues/events, marketing, etc.)
   - 5. place of chosen piece in (and its contribution to) a popular genre of music

**Grading Rubric for Arts GER Assessment Research Paper**

The 100 total points for the research paper project are divided up between two categories: (1) your selection and use of quality sources in the final paper, and (2) the structure and content of your final paper. The 100 total points break down as follows:

<table>
<thead>
<tr>
<th>(1) Sources (Must be cited in text of final paper AND listed in bibliography.)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monograph (academic, popular press, autobiography, dissertation, etc.)</td>
<td>4</td>
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<tr>
<td>Scholarly journal article (peer-reviewed), master’s thesis, and chapters from edited volumes</td>
<td>4</td>
</tr>
<tr>
<td>Recorded media source (analog/digital, audio/video)</td>
<td>4</td>
</tr>
<tr>
<td>Popular press feature (long-form) article (e.g., <em>Rolling Stone</em>, <em>New York Times</em>, <em>The Guardian</em>, etc.)</td>
<td>3</td>
</tr>
<tr>
<td>Edited encyclopedia article (e.g., Grove, Oxford, Garland, etc.)</td>
<td>3</td>
</tr>
<tr>
<td>Course textbook (Starr/Waterman) or any other academic textbook</td>
<td>2</td>
</tr>
<tr>
<td>Short-form popular press/industry/trade article (e.g., <em>Billboard</em>), record/concert reviews, etc.</td>
<td>2</td>
</tr>
<tr>
<td>Official Websites (e.g., artist/label, government, halls of fame, <em>Billboard</em> sales data, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>Undergraduate research paper (i.e., posted on University websites) <em>not recommended</em></td>
<td>.5</td>
</tr>
<tr>
<td>Web-based encyclopedic article (e.g., <em>Wikipedia</em>) &amp; unofficial websites <em>not recommended</em></td>
<td>.5</td>
</tr>
</tbody>
</table>

<p>| Subtotal required for full credit (points above are for EACH source cited): | 20 |</p>
<table>
<thead>
<tr>
<th>(2) Structure &amp; Content (GER ASSESSMENT SCALE): 20 points multiplied by 4 = 80 possible points</th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Excellent (4)</th>
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<tbody>
<tr>
<td><strong>Structure, Organization, and Length</strong></td>
<td>Little to no introduction of topic. Organization is confusing and disjointed. Paragraph structure is weak, and transitions are missing or inappropriate. Paper is short of required length.</td>
<td>Basic statement of paper topic. Some signs of logical organization. May have abrupt or illogical flow among ideas. Paper slightly short of required length.</td>
<td>Proficient presentation of topic. Organization supports purpose for writing. Transitions are mostly appropriate. Sequence of ideas could be improved. Paper is at required length.</td>
<td>Topic is clearly presented in the introduction. Organization fully and imaginatively supports the purpose for writing. Sequencing of ideas and transitions effectively guide the reader throughout the written message.</td>
</tr>
<tr>
<td><strong>Ideas and Content</strong></td>
<td>Below average degree of originality throughout. Further ideas of paper not substantiated and show little to no relation to opening thesis. Little to no understanding of popular music.</td>
<td>Average degree of originality and understanding of popular music. Ideas presented with little analysis or commentary. Paper is somewhat focused but tends to stray from opening thesis.</td>
<td>Above average degree of originality throughout. Paper’s focus is adequate with good use of content. Good analysis and understanding of popular music.</td>
<td>Excellent degree of originality throughout paper and a full understanding of popular music. Paper demonstrates sharp focus, deep analysis, substantial content, and well-developed ideas based on opening thesis.</td>
</tr>
<tr>
<td><strong>Evidence of Research</strong></td>
<td>Paper demonstrates very little research and use of inaccurate or unprofessional source materials. Little to no critical thinking involved in presentation of evidence.</td>
<td>Paper demonstrates that some research was done. Some sources may be viewed as inaccurate or unprofessional. Bibliography consists of some weak and/or non-verifiable sources, demonstrating basic research effort.</td>
<td>Information presented is detailed and from the desired types of source materials. Paper shows good evidence of a critical approach to research. Bibliography demonstrates good research effort.</td>
<td>Paper is exceptionally researched, well detailed, and historically accurate. Information presented demonstrates critical use of evidence and source materials. Bibliography consists of quality sources and demonstrates intensive research effort.</td>
</tr>
<tr>
<td><strong>Mechanics and Conventions</strong></td>
<td>Contains many errors of punctuation, spelling, capitalization, paragraph breaks, etc. that interfere with meaning. Formatting is weak. Frequent errors of sentence structure that confuses the reader, including tense and person.</td>
<td>Contains several (mostly common) punctuation, spelling, capitalization, etc. errors, however, meaning is not fully compromised. Formatting may be inconsistent. Limited variety of sentences with limited errors in structure.</td>
<td>Contains only occasional mechanical errors, and few formatting errors. Most errors likely due to proofreading than command of strategies. Sentences show some variety and complexity. Tenses and tones are correct and appropriate.</td>
<td>Virtually free of mechanical or formatting errors. Appropriate presentation for the assignment. Sentences are structured effectively and language is well chosen.</td>
</tr>
<tr>
<td><strong>Requirements of the Project</strong></td>
<td>The paper does not properly address the assignment. The paper exhibits a lack of understanding of the subject matter and no initiative. Both preliminary steps missing.</td>
<td>The paper exhibits only a basic understanding of the subject matter and minimally uses course ideas/themes. Little self-initiative. One preliminary step missing.</td>
<td>The paper adequately addresses the requirements of the assignment. Some self-initiative and a good command of the course content. Preliminary steps completed.</td>
<td>The paper is an excellent response to the assignment, demonstrating high initiative throughout research process and following the paper requirements exactly. The paper builds on ideas/themes from class readings and discussions. Preliminary steps completed on time.</td>
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</table>
EXTRA CREDIT: Exploring Milwaukee’s Popular Music (Due by 11:59pm, December 14th, 2017)
You have a one-time-only, all-or-nothing opportunity to raise your grade by 5% by writing a short paper (no less than 2 full pages, following the format of the Research Paper). Here are a few suggestions for topics (I am open to other ideas occurring during the semester).

1) Attend or participate in a performance of popular music. See links on D2L for listings.
2) Visit a popular music-related exhibit. There’s the microphone museum at Select Sound in Walker’s Point, the Jean Cujé Milwaukee Music Collection at Marquette University’s Raynor Memorial Library, the Paramount Records Historical Walking Tour in Grafton, and the Les Paul exhibit at the Waukesha County Museum, among others.
3) Interview a local musician who plays popular music.

Your extra credit paper must include all of the following in order to get full credit.
- The name of event/venue/interviewee
- Proof of attendance (scanned ticket and/or program, photo, video, etc.)
- Description of the venue and/or people involved (who, what, where, when, etc.)
- Description of what happened at performance/interview or what was observed at venue
- Personal reactions (favorite and/or least favorite parts)
- Connections to theme(s) or topic(s) discussed in class
- Clear proofreading (grammar, spelling, sentence structure, word choice, etc.)

FALL 2017 COURSE SCHEDULE
*This schedule is subject to change, announced in class or via email/D2L.
*All readings have accompanying audio and/or video examples with the textbook or on D2L.

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Sept. 5th:</td>
<td>Sept. 7th:</td>
<td>Sept. 8th:</td>
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<tr>
<td>Introduction to Course #1</td>
<td>Introduction to Course #2</td>
<td>DUE by 11:59pm:</td>
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<tr>
<td>- Getting to know each other</td>
<td>- Listening to Music</td>
<td>D2L &amp; Syllabus Quiz</td>
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<tr>
<td>- Syllabus, Schedule, Objectives</td>
<td>- Using Musical Terminology</td>
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<tr>
<td>- Studying Music</td>
<td>- Researching Music</td>
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<td>Sept. 12th:</td>
<td>Sept. 14th:</td>
<td>Sept. 15th:</td>
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<tr>
<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 1: Themes and Streams of American Popular Music</td>
<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 2: “After the Ball”: Popular Music of the Nineteenth and Early Twentieth Century</td>
<td><strong>Due by 11:59pm:</strong></td>
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<tr>
<td><strong>Due before class:</strong> Reading Quiz 1</td>
<td><strong>Due before class:</strong> Reading Quiz 2</td>
<td><strong>D2L &amp; Syllabus Quiz</strong></td>
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<td>Sept. 19th:</td>
<td>Sept. 21st:</td>
<td>Sept. 22nd:</td>
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<tr>
<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 3: Social Dance and Jazz, 1917-1935</td>
<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 4: The Golden Age of Tin Pan Alley Song, 1920s and 1930s</td>
<td><strong>Due by 11:59pm:</strong></td>
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<td><strong>Due before class:</strong> Reading Quiz 3</td>
<td><strong>Due before class:</strong> Reading Quiz 4</td>
<td><strong>D2L &amp; Syllabus Quiz</strong></td>
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<td>Sept. 26th:</td>
<td>Sept. 28th:</td>
<td>Sept. 29th:</td>
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<td><strong>Using the UWM Music Library and Beginning Your Research Project</strong></td>
<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 5: Race Records and Hillbilly Music, 1920s and 1930s</td>
<td><strong>Due by 11:59pm:</strong></td>
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<tr>
<td><strong>Read</strong> TBA</td>
<td><strong>Due before class:</strong> Reading Quiz 5</td>
<td><strong>D2L &amp; Syllabus Quiz</strong></td>
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<td>Oct. 3rd:</td>
<td>Oct. 5th:</td>
<td>Oct. 6th:</td>
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<tr>
<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 6: The Swing Era, 1935-1945</td>
<td>FESTIVAL OF KNOWLEDGE #1</td>
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<td><strong>Due before class:</strong> Reading Quiz 6</td>
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<td>Oct. 10th:</td>
<td>Oct. 12th:</td>
<td>Oct. 13th:</td>
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<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 7: The Postwar Era, 1946-1954</td>
<td><strong>Read</strong> Starr &amp; Waterman’s Ch. 8: Rock ‘n’ Roll, 1954-1959</td>
<td><strong>Due by 11:59pm:</strong></td>
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<td><strong>Due before class:</strong> Reading Quiz 7</td>
<td><strong>Due before class:</strong> Reading Quiz 8</td>
<td><strong>D2L &amp; Syllabus Quiz</strong></td>
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| Oct. 17th  | Jazz in Milwaukee: Invited Guests  
**Read** Joey Grihalva’s “The Beautiful and Magical History of Jazz in Milwaukee**  
**Due before class:** Reading Quiz 9 |
| Oct. 19th  | Cover Tunes and Crossover in Early Rock’n’Roll: A Closer Look at Chuck Berry and Elvis Presley  
**Read** TBA**  
**Due by 11:59pm:** Initial Post for Discussion Forum 5: Reflection/Response on Guest Artists |
| Oct. 20th  |  
**Due by 11:59pm:** Initial Post for Discussion Forum 6: Studio & Touring Musicians |
| Oct. 24th  |  
**Read** Starr & Waterman’s Ch. 9: American Pop and the British Invasion, 1960s  
**Due before class:** Reading Quiz 10 |
| Oct. 26th  |  
**Read** TBA  
**Due by 11:59pm:** Initial Post for Discussion Forum 7: Research Paper Song Analysis |
| Oct. 31st  |  
**Read** Starr & Waterman’s Ch. 10: Country, Soul, Urban Folk, and the Rise of Rock, 1960s  
**Due before class:** Reading Quiz 11 |
| Nov. 2nd   |  
**Read** Rebee Garofalo’s “Popular Music and the Civil Rights Movement”  
**Due by 11:59pm:** Initial Post for Discussion Forum 8: Outline, Bibliography, & Status Report |
| Nov. 7th   |  
**Read** TBA  
**Due by 11:59pm:** Initial Post for Discussion Forum 9: Response/Reflection on Guest Artists |
| Nov. 14th  |  
**Read** TBA  
**Due by 11:59pm:** RESEARCH PAPER |
| Dec. 1st   |  
**Due by 11:59pm:** Research Paper Song Analysis |
| Dec. 5th   |  
**Read** TBA  
**Due by 11:59pm:** Extra Credit Paper |
| Dec. 8th   |  
**Due by 11:59pm:** Extra Credit Paper |
| Dec. 12th  |  
**Due by 11:59pm:** Extra Credit Paper |
| Dec. 14th  |  
**Due by 11:59pm:** Extra Credit Paper |

-FINAL EXAM (FESTIVAL OF KNOWLEDGE #3): Friday, December 22nd @ 10:00am – 12:00pm-