Instructor: Dr. Tim Sterner Miller
Email: mille928@uwm.edu
Office: Music Building 239
⇒ Please contact me with any questions about the course content or assignments, or just to talk about music! My office hours for this course are by appointment, either in person or “virtually” by Skype.

TA: Victoria Peters
Email: vmpeters@uwm.edu

COURSE OBJECTIVES AND GOALS:
This course is a guide to understanding the popular music of the United States 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, and complete a final research paper on a topic of their choosing. Please note that this is only an introduction to the study of popular music in the United States. A comprehensive study of popular music would be impossible in a single semester; this course aims instead to provide a solid foundation in the most significant musical styles and genres, as well as the historical and cultural issues that intersect with them.

Through this course, you will learn the practice of critical listening, in which you will engage with music as an integral part of history and culture. This is, of course, a correlate to critical thinking – the process of exploring issues based on evidence and context, questioning your own assumptions and accounting for multiple perspectives as you come to conclusions that are supported by both facts and clear reasoning.

As a GER-ARTS course at UWM, Music 102 also aligns with the broader goals of the General Education curriculum, including the following goals and objectives:

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.
2. 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.
3. 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

REQUIRED TECHNOLOGY, TEXTS, AND MEDIA:
This class is conducted online through UWM’s D2L platform, so the most important thing you will need is regular access to a high-speed internet connection. You will need to monitor the News section of the D2L page, where I will additional information (including any revisions or updates to the syllabus), general assignment feedback, and other news. You can subscribe to email notifications to the News section via your D2L settings. Please see the “D2L tour” video for more information.

There is no required textbook for this course. Instead, there is a selection of articles, book chapters, and multimedia materials that you will study, provided free of charge via D2L. For some of these, there will be links to resources via the UWM library or on the web; for others there will be PDF files posted on D2L. A bibliography for these sources is below. You will find the necessary links within the appropriate course module.

Music 102: American Popular Music (Online – Fall 2016)


[Lewis, Michelle.] “(Not So) Gently Down the Stream.” Songwriters of North America, 2016. https://www.youtube.com/watch?v=OllDCFllHc#t=68


Listening to music (and watching some videos) is a major part of the course. Much of the media content is embedded in the D2L site, but I will also provide links to playlists on the Spotify streaming service – a free account will suffice, as long as you don’t mind a few commercials. You will find a links to specific playlists on D2L: if you have the Spotify app on your computer or other device, it should play from embeds in D2L. You can also find the playlists by following my account: timmilleruwm. Please see D2L for more information

COURSE LOGISTICS AND REQUIREMENTS:
An online class places very specific demands on students, and it is essential that you are aware of all of the course components, and plan your work schedule accordingly.

This course is organized in a series of thirteen modules, most of which correspond to a calendar week. For each module, you will:

- **Listen to/watch online lectures**, most of which are in the form of “Voice-over-PowerPoint.” Each module will consist of several lectures, ranging from historical background to overviews of musical styles of a given era to more detailed examinations of specific examples.

- **Read text sources** as directed by the schedule. Throughout the course, you will read several articles and book chapters that will serve as case studies of specific topics. In general, it is not necessary to memorize all of the many names and dates in the sources – you should use the study guides provided for each source to help you engage with the most important details.

- **Listen to/watch recordings** provided for each chapter and in the lecture materials. I will provide you with quite a lot of music during this class—some examples you will need to listen to several times in conjunction with the other materials and activities; others (like the Spotify playlists) you should listen to as a group to get a sense of the time period and/or musical style at hand. For many of the lectures, I will also provide video examples to let you see some of the music as well as hear it.

- **Complete quizzes** for each lecture and reading. There will be a short (5-10) series of multiple-choice questions for you to answer after each lecture and reading. You only have two attempts for each quiz, but they are timed, so be prepared to complete the quiz when you decide to take it. Read the directions, and be sure to SAVE your answers as you go, and be sure to SUBMIT the quiz when you are finished.

- **Complete the “Listening Lab” activities** that accompany each module. These activities are designed to give you a basic understanding of the technical aspects of music. No previous musical experience is expected for this class, but by the end of the course, you should be able to gain some fluency in listening to and writing about basic musical concepts. The first listening labs are focused on the core musical concepts of rhythm, pitch, timbre, and form. Later labs will focus on specific examples tied to the module topics. If you do have any previous musical experience, you should find these relatively easy. For those who have never studied music at all, these activities are intended to give you some fluency in listening to and writing about musical concepts. The more technical listening skills-oriented labs will be graded on completion rather than musical
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ability.

- **Participate in the discussion forums.** Each discussion begins with a short writing assignment (your “post”) that you will complete on your own, and continues with your responses to other students. The discussions will be available on Monday of the appropriate module for your initial posts. Posts must be submitted no later than 11:59 PM that Thursday. You must then respond to at least two of your classmates’ posts by 11:59PM on Sunday. I will post a follow-up to each week’s discussion on the following Tuesday. All postings should be civil, and not inflammatory or insulting. Supportive posts, even supportively critical, are most appropriate. The main goal of these assignments is to build a collaborative thread through which all participants learn something. Insulting or deprecatory posts are unacceptable and will result in penalties. In order to foster a deeper ongoing conversation, the class will be divided into discussion groups of 15-20 students.
  - Rubric for discussion forums (5 points total for each forum topic)
    - **Posts:**
      - 3 points (Excellent) for a post that thoughtfully and thoroughly answers the prompt, using specific vocabulary and referring to specific examples as appropriate.
      - 2 points (Good) for a post that addresses some, but not all aspects of the prompt, or is generally not as strong as “excellent.”
      - 1 point (Poor) for a post that addresses only a small part of the prompt, and/or is weak on substance and/or grammar.
      - Posts that do not address the prompt, and/or are not written with proper grammar, will receive 0 points.
    - **Responses (two required):**
      - 1 point (Excellent) for a contribution that adds value to discussion indicating excellent understanding of the concepts and facts. Comments are respectful of others.
      - 1/2 point (Good) for contribution indicating good understanding of concepts and facts, though not as strong as “excellent.” Comments are respectful of others.
      - Non-substantive (e.g., “Good post.”), disrespectful, or dismissive comments will receive 0 points.

Aside from these regular activities you will also:

- **Conduct research on a specific topic,** working towards the GER-Arts research paper. This project is divided into several stages (see below); you will begin working on it in the second week of the course, receiving feedback after each stage.
- **Complete a midterm and final exam** at the middle and at the end of the semester, which will consist of multiple-choice questions, listening activities based on those in the listening labs and discussions, and several short essay questions.

The **ARTS GER ASSESSMENT RESEARCH PAPER** is a major component of the course, and you should begin working on it by the mid-point of the semester. The goal of this assignment is to develop your information literacy and analytical writing through the exploration of a single song, culminating in a paper that reports on both its musical features and its cultural and historical context, using scholarly sources appropriate to a college-level course. You can choose any song, in any genre or style of popular music. Be aware, however, that some more recent songs may be harder to research, and require some creative thinking in order to complete the assignment. I am happy to help with this!

- The final paper should be between 900-1300 words (not including bibliography or footnotes), **double-spaced**, in **12-point Times New Roman** font, and submitted as a **.docx file** via the assignment dropbox on D2L. Your sources must be cited in-text using footnotes, and at the end of the paper in a bibliography, both formatted as instructed in the **assignment style guide**.
- The final paper is due by **11:59pm on Friday, December 2.** You will also turn in two preliminary assignments that demonstrate your work in progress. The first, due on **October 2**, is an analysis sheet of your selected song. The second, due **November 6**, is a bibliography of the sources you will use to explain your song, **cited using the assignment style guide**, and an outline for your paper.
- Details on the selection and evaluation of sources, and their citation in the paper, can be found in the Research Paper section of the D2L site, along with a detailed grading rubric.

One **bonus assignment** is available: a concert report, due by **11:59PM on Friday, December 9.** For this assignment, you will attend or participate in a performance of popular music (any style or genre). It can be any kind of event, but the music must be its primary focus (i.e., you can’t just talk about a band playing in the background at a bar; you could, however, write about a bar band’s full set, if you treat it as a performance). Your report on the event should be **300-500 words** must include all of the following in order to get full credit.

- The name of event
- Your role (participant; member of the audience)
- Proof of attendance (scanned ticket or program; photo; video; etc.)
- Description of the venue where the event took place
- Description of the musical performance, including an assessment of its genre context
- Describe your favorite part of the event
- Describe your least favorite part of the event
- Describe the audience and audience behavior at the event.
TIME COMMITMENT:
The amount of work time required to meet the expectations of this course is very similar to a traditional course, and will typically total about 144 hours over the course of the term. This is based on the standard formula of 3 hours per week per credit. This will, of course, vary depending on your own study habits and existing skills. Please note the hard deadlines that do occur each week, as meeting these is essential to keeping up with the course. A sufficient investment of time is necessary to successfully complete each component of the course, especially the paper. (Pro tip: if you begin writing the paper on December 1 [or even November 23], it will most likely not be a high-scoring piece of work.) If you find that you are having trouble keeping up, please contact me ASAP!

GETTING STARTED:
In the first few days of the semester, you should orient yourself to the course website on D2L, especially if you have not used D2L for any previous classes. A short video tutorial is posted in the Overview section, and you should click around to the various parts of the site and make sure you understand how they are supposed to work. If you have any questions, you can post them in the “Questions and Answers” section of the Discussion forum.

GRADING:

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<th>Course Components</th>
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<tr>
<td>Research Project</td>
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<td>Stage 1 (10%)</td>
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<td>Final Paper (80%)</td>
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<td>The lowest scoring quiz is dropped</td>
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<td>Final Exam</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: https://www4.uwm.edu/dos/conduct/academic-misconduct.cfm If you are unclear about how to properly use sources, please consult http://guides.library.uwm.edu/c.php?g=56454&p=363101
# Course Outline

<table>
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<tr>
<th>9/6-9/11</th>
<th>Lectures</th>
<th>Reading</th>
<th>Listening Lab</th>
<th>Discussion Forums</th>
<th>Research Project</th>
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<td>Module 1: Course Intro</td>
<td>1.1: Course goals and themes/ “What is Popular Music?” 1.2: A brief history of recording technology 1.3: Intro to Critical Listening</td>
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<td>LL1: Rhythm and Pitch</td>
<td>DF1: Introductions</td>
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| 9/12-9/18 | Module 2: 1800s-1917 | 2.1: Historical Overview (up to early 1900s) 2.2: The Popular Music Industry in the early 1900s 2.3: African American Music in the early 1900s | Huse and Sanders, “The History of Minstrelsy”  | LL2: Instruments and Timbre | DF2: A Universal Language? |


| 9/26-10/2 | Module 4: 1945-1953 | 4.1: Overview: The postwar period 4.2: Cross-genre and cross-racial cover songs | Garofalo, “Crossing Over”  | | |


| 10/24-10/30 | Module 8: The 1970s (I) | 8.1: Overview: Popular music in the 1970s 8.2: Rock and politics in the 1960s and 70s | Waksman, “Heavy Music”  | LL6: Drum and Bass | DF6: |


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**Final Exam, December 16-19**