

INDIANA STATE UNIVERSITY
SYLLABUS
MUS 236, Fall 2013
SURVEY OF AMERICAN POPULAR MUSIC

Instructor: Dr. Ted J. Piechocinski
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Office Hours: M, F 3:30 – 4:30; W, 4:30 – 5:30 or by appointment

Required texts:

Michael Campbell, *Popular Music in America: The Beat Goes On*, Fourth Edition. (Boston: Schirmer Cengage Learning, 2013).

special note: while there is an online, slightly less expensive, version of the text available for digital purchase and usage, take note that you will **not be allowed to make use of this laptop version during class sessions as laptops are prohibited from the classroom

2. *Accompanying 3-disc CD set or online access (available through purchased code)
*while the songs/tracks included in the 3-cd set will be extensively used, it should be noted that the purchase is not mandatory as the instructor will place of copy of the 3-cd set on permanent reserve in the Fine Arts Listening Library (3rd floor of fine Arts, just down the hall from our classroom)

Meeting times:

Monday, Wednesday, Friday
2:00 - 2:50 p.m.
FA 311

Course Description

MUS 236 is a survey of popular music in America that will examine the growth, evolution, and documentation of the many styles and stylistic influences inherent in American “popular” music. It will span a time period from the earliest periods of significant American-grown musical entertainments (roughly 1840) to approximately the early 1980s and the residue of the “British Invasion.” While encompassing much musical material, significant attention will also be paid to the effects of various cultural influences, societal upheavals, and technology on musical growth and, conversely, what part, if any, musical offerings have in influencing society and the growth of a particularly American cultural model. The course will entail basic listening skills and exposure to some fundamental music terminology. Individual listening is required. Also, a component of written research and communication will be required.

Foundational Studies Learning Objectives (FSLO):

This course fulfills the Foundational Studies requirement for a course in Fine and Performing Arts. In accordance with the goals of the Foundational Studies Program, upon completing the program students will be able to:

1. Locate, critically read, and evaluate information to solve problems;

2. Critically evaluate the ideas of others;¹
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);²
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;³
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;⁴
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;⁵
8. Demonstrate an understanding of the ethical implications of decisions and actions;⁶
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.⁷

As a Foundational Studies course in Fine and Performing Arts, students will:

Demonstrate aesthetic responsiveness and interpretive ability;

Connect works of art to their literary, cultural, and historical contexts;

Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment; and

Reflect on themselves as products of and participants in traditions of the fine and performing arts.

Ultimately, the course is designed to develop skills directly related to applied learning. As such, the course will:

Contribute to the development of critical thinking skills;

Contribute to the development of information literacy skills; and

Include a graded developmental writing component.

Course Requirements/Expectations:

1. Your attendance for every class and activity is mandatory. Much of what will be gained from the class will be through class discussion of issues and topics that cover a wide gamut of varied opinions and postures. It is through healthy, well-defended, and respectful discourse that we can open our eyes, hearts, and minds to ideas other than those we hold close. We cannot have discourse without participation and we cannot have participation without attendance.

There are no “grace” days of absence for this course. You are expected to be present at all class meetings. Should a dire and/or unavoidable emergency situation arise (as determined solely at the discretion of the instructor), necessitating an absence from class, the student must take immediate steps to notify the instructor of the reason for such absence. When providing such information, any available documentation substantiating such situation should also be presented. The instructor will then make a determination, solely at his discretion, whether to count such absence as excused or unexcused. When the instructor determines that absences are so excessive (whether excused or

¹ The ideas of others as regards definitions of popular musics will be discussed. This will also be emphasized with each individual student as sources for their research paper are critiqued.

² Ways of knowing musically will be discussed as the fundamental components of musical expression are introduced and later expanded on as the various popular music forms are compared and contrasted.

³ Much emphasis will be placed on listening activities and discussions of musical expression of various forms and artists.

⁴ The influence of culture and the fusion of influences is a major topic woven throughout the course.

⁵ The skill of identifying popular music forms and being able to discuss their historical and cultural development will be a part of all exams.

⁶ Ethical considerations of composer and performer copyrights especially as the internet comes of age will be examined and discussed.

⁷ The research paper component of the course will address issues of written communication, persuasive logic, use of information sources and critical thinking.

unexcused) as to effect the student's overall ability to grasp enough of the course's essence, or that disrupt the flow of class discourse and progress, the instructor, at his sole discretion, may advise the student of same and ask the student to withdraw from the class. This is in addition to the directive found below concerning failing the course once the defined threshold of unexcused absences is reached.

2. Be prepared for every class; this means have the required reading done and have all assignments completed when they are due.

3. Participate; questions will be regularly put to you and your participation is required. For much of what we discuss, we want to know what you think about a particular topic or issue; often there are no absolutely "right" or "wrong" answers but how you arrive at an opinion is the point of much discussion.

4. You will be expected to write in this class; anything written and intended to be turned in for evaluation or review should be composed, typed, and presented in a professional, grammatically correct manner. Especially in this class, in increased preparation for you to interact industry professionals, **it is extremely important that you approach every task as if it were to be done in the workplace.**

Course/Class Policies

Evaluation/Examinations

Exams and evaluations in MUS 236 will contain a combination of evaluative methods. Every exam or assignment will require you to write, to some degree. Other than Scantron-type exams that require a pencil, **all exams are to be written in pen, not pencil.** There will be three (3) major exams (including mid-term) and a final, comprehensive exam. See the class schedule for tentative dates.

In addition, there will be approximately 1 – 2 assignments/quizzes per week for this course. Such activities will have a wide range of activity encompassing a few minutes of class time, a significant amount of class time, and/or time outside the class meeting times. All such assignment/quiz activities will be assigned a pre-determined number of points that will count in two ways: 1) toward the total accumulation of points, and 2) to the completion of the required number of assignments/quizzes throughout the course.

All coursework and participation will be weighted as follows:

Exams: **38%**

Assignments/quizzes: **22%** (including occasional threaded discussions)

Research Paper: **20%**

Attendance/participation: **20%***

***special note regarding attendance: the above-determined weighting as it regards attendance/participation applies only until a student has less than twelve unexcused absences. After twelve unexcused absences, a student will fail this course, regardless of any other considerations, including exams, assignments/quizzes, and research paper.**

Grading Scale

Due to ISU's policy with regard to the computation of "+" grades in overall GPA, more specific grading standards are herein adopted as well. The grading scale for exams and final grades will generally be as follows:

- A 89-100 (A- = 89 – 91; A = 92 – 97; A+ = 98 -100+)
- B 78-88 (B- = 78 – 80; B = 81 – 85; B+ = 86 – 88)
- C 67-77 (C- = 67 – 69; C = 70 – 74; C+ = 75 – 77)
- D 57-66 (D- = 57 – 58; D = 59 – 63; D+ = 64 – 66)
- F 0-56

During the semester, the instructor will make every reasonable effort to make somewhat-real-time tallies of grades and/or points accumulated for exams and/or assignments/quizzes, respectively. However, due to the exigencies of university responsibilities, such postings may sometimes take longer than the student may like. But, in such cases, the student is advised to be patient and cut the instructor some slack. If you are just diligent in doing your work in a timely and effective manner, keeping such real-time tallies shouldn't be a high priority.

Email

We are very fortunate at ISU to have the most sophisticated communications technologies available to us. Access your Sycamore Email daily to check for messages from Professor Piechocinski. Please take note that, if you ask for any information about assignments, grades, or any information that can be construed as private student information protected under federal privacy laws, I will only respond through your official ISU Email, not through any outside ISP providers such as hotmail, AOL, etc.

In order to save as many trees as possible and to foster our continuing professional comfort with technology in the workplace, I will encourage our class usage of our course Blackboard site for some assignments, alerts about breaking news, and threaded discussions about specific topics (to be explained further in class).

Civility

This should certainly be apparent as you begin your journey toward a profession, but this is a class where freedom of speech is honored. With that also comes the responsibility of everyone in the classroom to treat each other, in thought, speech, and actions, with respect and civility at all times. While we might vehemently disagree on some issues or manners of presentation, we must always embrace discussions in a civil manner. Rudeness or disrespect towards anyone in the classroom will not be tolerated.

Dress

So that we can promote the most positive environment of respect and regard for positive mutual communication, unless constrained by the dictates of your faith, hats, head gear, or head coverings of any kind will not be allowed in class. Stylish, interesting (as determined by the instructor) accessories are acceptable.

Appropriate clothing is expected for class; for example, pajamas or pajama-like garments are not appropriate.

Laptops

While the university has chosen to require laptops of its students, the university also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. **In this course, no laptop may be used.** Failure to comply with this direction is a violation of the Code of Student Conduct

[instructor's clarification of policy]

While there may be assignments for which your laptop computer will be useful, use of a laptop is prohibited in the actual class setting. If there is some extremely compelling reason that an exception should be considered, the student should speak privately with the instructor. Failure to comply with this directive may be deemed a violation of the Student Code of Conduct, and immediate expulsion from the class.

Cell Phones

While we all love our cell phones, they do not have a place in our class room and are not to be used. Therefore, when you come to class, phones are to be placed in silent mode or turned off; in any case, **the device is to be placed in the student's book bag, briefcase, purse, or other concealed place.** Text messaging, Tweeting, browsing, or other similar means of communication and usage of your cell phone may result in confiscation of the device, action taken as a violation of the Student Code of Conduct, and/or expulsion of the student from class. In addition to any such disciplinary consequences, Professor Piechocinski reserves the right to treat violations of this rule as the equivalent of an unexcused absence during each class session in which such abuse occurs.

Recording

Unless there is an explicit medical reason to do so, and such request is presented in writing to the instructor in advance of such proposed usage, with the ultimate decision being at the sole discretion of the instructor, recording of any class session by any means is strictly prohibited.

Accommodation

ISU's Student Affairs committee recommends the inclusion of a statement regarding accommodations for students with particular needs. The adopted statement is as follows:

"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need and accommodation because of a documented disability, you are required to register with disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers."

If you require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

Academic Honesty

You cannot be given credit for work that is not your own (unless as part of a team or group assignment, of course). Plagiarism and other forms of cheating will not be tolerated. Depending on the nature of the assignment and the seriousness of the offense, penalties range from no credit given for the assignment, to a failing grade in the course, to suspension or expulsion as determined by Student Judicial Programs. Consult your copy of The Code of Student Conduct for more information about the University's policy on academic integrity.

University Policies

The University has policies regarding academic freedom, students with disabilities and other matters. Information related to these policies is available for your review at the following address:

<http://www.indstate.edu/gened/docs/Foundational%20Studies/Info%20on%20Sycamore%20Standard%20and%20ADA%20and%20Laptops%20and%20Academic%20Freedom.pdf>

Academic Integrity Policy

The University Standards statement of Academic Dishonesty (Part I, Section 1) is: "Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited." Please consult the Indiana State University Code of Student Conduct for more specific information regarding academic integrity.

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Rm. 202A. The Director will ensure that you receive all the additional help that Indiana State University offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Instructor Integrity Policy

In the same way that you, as students, are held to standards of academic integrity, it is fair to expect, and is here acknowledged, that students be assured that they will be treated in this classroom with the utmost respect by their instructor. Ethics, fair-dealing, professionalism, and due respect are concepts best taught and best absorbed by deed and example. Therefore, I pledge to do my utmost to fulfill my role in this important regard.

(as of 8/19/13; subject to revision)

MUS 236, Fall 2013 TENTATIVE CLASS SCHEDULE

PMIA = Popular Music in America, fourth edition (Chapters refers to PMIA)

The instructor reserves the right to adjust this syllabus as course progress and conditions dictate.

****since we have much text to cover and will plan on keeping a schedule of roughly one unit per week, it is critically important that you read the assigned chapter before we discuss it in class.**

WEEK	DATE	READING/DISCUSSION	TOPICS
1	8/20	Introduction/Syllabus	Terminology/definitions
	8/22		Finding a common language of music
2	8/26	Unit One Chap. 1	Tools of music; melody, harmony, rhythm; instruments; parts of a song
	8/28	Chaps. 2 – 3	
	8/30	Chaps. 4 – 5	Discuss research project
3	9/2	NO CLASS; LABOR DAY	
	9/4	Unit Two Chaps. 6 – 7	Song map assignment due; Stephen Foster
	9/6	Chap. 8 – 9	Tin Pan Alley; George M. Cohan
4	9/9	Chap. 10	J. P. Sousa
	9/11	Unit Three Chap. 11	
	9/13	Chaps. 12 – 13	Scott Joplin; commercial blues, Bessie Smith
5	9/16	Chap. 14	Early jazz; King Oliver; Louis Armstrong
	9/18		
	9/20	Exam #1	
6	9/23	Unit Four Chaps. 15 – 16	The Modern Era; rise of technology
	9/25	Chaps. 17 – 18	Crooners; American celebrity
	9/27	Chaps. 19 – 20	Rise of stage and screen; research paper thesis due
7	9/30	Unit Five Chap. 21	Big Band Swing; Glen Miller
	10/2	Chap. 22	Ellington; small group jazz
	10/4	Unit Six Chap. 23	
8	10/7	Chap. 24	
	10/9	Chap. 25	Research paper thesis revisions due
	10/11	Mid-Term: Exam #2	
	10/14	Unit Seven Chaps. 26 – 27	Country/folk early influences
	10/16	Chaps. 28 – 29	
	10/18	Chaps. 30 – 31	

10	10/21	Unit Eight Chap. 32	Early Latin influences
	10/23	Chap. 33	Americanization of Latin influences
	10/25	Unit Nine Chap. 33	
11	10/28	Chap. 34	Musical theater
	10/30	Chap 35 – 36	Rise of the singer
	11/1	Unit Ten Chap. 37	Rhythm and Blues
12	11/4	Chap. 38	Research paper outline due
	11/6	Chap. 39	
	11/8	Unit Eleven Chaps. 40 – 41	Early rock and roll; rockabilly; Elvis
13	11/11	Chaps. 42 – 43	Little Richard; Chuck Berry
	11/13	Chaps. 44 – 46	R&B becomes mainstream
	11/15	Exam #3	
14	11/18	Unit Twelve Chaps. 47 – 48	The power of rock
	11/20	Chap. 49	Bob Dylan; the Beatles Research paper; executive summary due
	11/22	Chaps. 50 – 51	Motown
15	11/25	FALL BREAK; NO CLASSES	
	11/27		
	11/29		
16	12/2	Chap. 52 – 53	James Brown; Aretha Franklin; soul; hippiedom
	12/4	Unit Thirteen Chaps. 54 – 56	Elton John; Led Zeppelin; Stevie Wonder Research paper/article final version due
	12/6	Chaps. 57 – 58	
17	12/9 (M)	FINAL EXAM 3:00 P.M.	