

Faculty of Information and Media Studies, University of Western Ontario

MIT 2159G – Introduction to Popular Music Studies

Dr. Matt Stahl, Winter 2019, Tuesdays 1:30-4:30, FNB 1270

COURSE OUTLINE

Office Hours: TBA.

Office Address: FNB 4136 **Voicemail:** x86999 **email:** mstahl@uwo.ca

THE COURSE

“Popular music studies” is a broad and growing field that includes approaches from a range of social science and humanities disciplines. The purpose of this course is to introduce students to the academic study of popular music by exploring some of the major *social, cultural* and *political-economic* issues taken up by scholars doing popular music studies. No formal musical knowledge is required to take this course.

Topics addressed in this course include (among others):

- Academic and popular debates about popular music, culture and society
- Concepts and problems of “authenticity”
- Music and social power
- Music and cultural value
- Music and economics
- Popular music consumption and social identity

This class concerns the academic study of popular music as socio-cultural and political-economic phenomena. This is not a course on the history of popular music, nor is it a course on contemporary popular music. This class will not focus on details about your favorite music performers of the past and/or present, though it will give you tools to help you understand the significance of the details that you do know or discover.

All students are required to read **all readings** for **all weeks**. All students are required to **print the readings** and **bring them to class** for the week assigned. All students are required to come to class **prepared to discuss** their understandings of and questions about (or prompted by) the readings. The instructor will regularly call upon students to think aloud about and/or answer questions about course materials: be prepared.

Audio/visual material screened in our class meetings (or assigned for home viewing) is to be treated as other course material: students will be expected to take notes and to engage this material in class discussions, assignments, and exams.

SCHEDULE OF READINGS

Jan. 8.

- Brackett, “Music” (see “**Essay Assignment 1**” below)

Jan. 15. **Essay 1 due in class.**

- Hanna, “On Not Playing Dead”
- Monnot, “The Female Pop Singer and the ‘Apprentice’ Girl”

Jan. 22.

- Couldry, “Voice as Value”
- Hesmondhalgh, “Digital Sampling and Cultural Inequality”

Jan. 29.

- Warner, *Buffy Sainte-Marie*

Feb. 5. **Midterm 1 – in class**

Feb. 12.

- Leonard, “Girls at Work”
- Screening TBA

Feb. 26.

- Regev, “Producing Artistic Value”
- Moore, “Alternative to What?”

Mar. 5.

- Thompson, “Rethinking Culture” & “The Social Contextualization of Symbolic Forms”

Mar. 12. **Midterm 2 – in class**

Mar. 19.

- Jones, “Music Industry as Workplace”
- Screening TBA

Mar. 26.

- Woloshyn, “Welcome to the Tundra”
- Rodriquez, “Color-Blind Ideology”

Apr. 2.

- Bickford, “The New ‘Tween’ Music Industry”
- Baker and Cohen, “From Snuggling and Snogging”

Apr. 9. **Essay 2 due in class**

- Ehrenreich et. al., “Beatlemania”
- Wise, “Sexing Elvis”

ASSIGNMENTS AND EVALUATION

Essay 1	10%
Midterm 1	25%
Midterm 2	25%
Essay 2	40%
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	= 100%

All student work will be evaluated according to the standard FIMS grading rubric.

IMPORTANT POLICIES

Tardiness: Do not be late.

Reading: *All students* are required to read **all readings** for **all weeks**. Students are required to **print the readings** and **bring them to class** for the week assigned. Students are required to come to class **prepared to discuss** their understandings of and questions about (or prompted by) the readings. The instructor will regularly call upon students to think aloud about and/or answer questions about course materials: be prepared. Working in small groups will be a regular feature of class meetings. Do not disappoint your fellow students by being unprepared.

Midterm Exams: Scheduled for February 5 and March 12, in class. Make-up exams will ONLY be offered (by FIMS) February 8 and March 15, respectively.

Laptops and other electronic devices: Except under circumstances documented by the office for students with disabilities, *students are not permitted to use laptops or cellphones in class*. Turn off your phone. **If I see you texting or otherwise fiddling with devices during class, I may ask you to leave the class.** If this gets to be a problem, I may request students deposit their devices at some out-of-immediate-reach collection point in the classroom for the duration of the class. *The electronic audio or video recording of class lectures/discussions is not permitted under any circumstance.*

REQUIRED READINGS

All readings will be made available either in class or on line.

ESSAY ASSIGNMENT 1 (due at the beginning of class, Jan. 15)

David Brackett's brief essay "Music" uses two historical examples to show how influential people and institutions (such as academic musicologists, music critics, music trade journals, and so on) have reacted to and evaluated emerging forms of music. These examples are rhythm and blues (also referred to as R&B) in the 1950s and rap in the 1980s. He discusses these examples in the context of Jacques Attali's concept of "noise," which for Brackett explains how and why influential people and institutions like the ones he talks about often use vocabularies or language of "noise" vs. "music" in their evaluations of emerging genres of popular music.

In no less than one page and no more than two pages, double spaced, 12 pt. Times New Roman font, **briefly explain Attali's definition of "noise" and how and why people sometimes characterize music as "noise" and show how Brackett uses Attali's concept to explain similarities between reactions to R&B in the 1950s OR rap in the 1980s.** Brackett uses Attali's idea as a tool and framework for analysis. The main goal of this assignment is for you to recognize and understand Brackett's use of Attali's idea so that you might be able to use this idea when examining mainstream reactions to other new forms of music. **According to Brackett, what are people doing, beyond simply naming, when they call a new kind of music "noise"? What kinds of problems does Brackett see in these kinds of reactions?**

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2019

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Services for Students with Disabilities (SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Medical Consideration

Students seeking academic consideration on medical grounds for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling

office of their home Faculty and provide documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth **less than 10% of the final grade**, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on consideration for medical illness, see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request. Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

FIMS Undergraduate Grading Policy

The MIT, MPI and MTP programs now have the following class average policy:

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help. <http://www.uwo.ca/uwocom/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Student Development Centre:

www.sdc.uwo.ca

Psychological Services:

www.sdc.uwo.ca/psych

Services for Students with Disabilities:

www.sdc.uwo.ca/ssd

Accessibility Information:

www.accessibility.uwo.ca/

Writing Support Centre:

www.sdc.uwo.ca/writing

Learning Skills Services:

www.sdc.uwo.ca/learning

Indigenous Services:

<http://indigenous.uwo.ca/>

International and Exchange Student

Centre: www.sdc.uwo.ca/int

Career Centre at Western:

www.success.uwo.ca/careers/

Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.