Music and Ethnic America
HIST 231
University of Arizona

Fall 2015
T/Th, 11:00-12:15
Chavez 308

Professor Tyina Steptoe
Social Sciences 235
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Office Hours: Tuesdays 1:30-3:30

COURSE DESCRIPTION & OBJECTIVES
HIST 231 is a cultural history course that uses musical performance and the consumption of music to examine ethnicity and race in the United States since 1900. Like other history courses, this course asks students to consider “change over time.” In this case, however, we will use music to examine the causes and effects of those changes.

Students will ...
• learn methods of cultural history, such as using music (including lyrics and sonic qualities), photography, and performance footage as sources for historical analysis;
• gain an understanding of how musical practices and the consumption of music reveal larger social, economic, and political developments and historical processes;
• learn the difference between race and ethnicity, and interrogate how these socially constructed categories intersect with gender and class; and
• learn how various forms of popular music have been shaped by diverse groups.

Please note that information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

COURSE REQUIREMENTS
Students are required to attend all lectures, complete assigned readings by their due dates, participate in discussions, submit online essays, and complete scheduled quizzes. Discussion of the assigned readings is a must in this course. Students who are reluctant to participate in class discussions may prefer another course.

Students may be required to read materials, listen to music, and view films/video clips that portray sentiments of intolerance and depict violence in the twentieth and twenty-first centuries. Since these themes will occur repeatedly throughout the course, I will not provide a trigger warning each time they arise.
D2L COURSE WEBSITE
You will find a copy of the course syllabus, additional reading assignments, music and video clips, and course announcements/updates on our course homepage on D2L. Students are accountable for all information posted to this site. If you have any difficulty accessing this site, contact D2L technicians for assistance immediately.

After logging onto the D2L site, click appropriate course hyperlink under “My Courses” or search for pull-down menu at the top to select our course.

After accessing the course homepage, select “Content” to access the syllabus, readings, assignment descriptions, music, films, and other course materials.

To upload essays, click “Dropbox” near the top of page.

REQUIRED TEXT

ADDITIONAL REQUIRED MATERIALS
In addition to the text listed above, other required material include secondary sources (typically articles or book chapters) and primary sources (music, films, oral history interviews) that can be found on D2L.

Secondary sources offer scholarly analyses of the topics discussed in the course. To find these readings, go to the “Contents” tab and click on the “Additional Readings” folder. Students are expected to print out online readings and bring them to class on the assigned due date for discussions. Factor the costs of one ream of paper and one to two ink cartridges into the overall course expense. Use draft print settings and try to print multiple pages onto each side of paper to minimize costs.

Students will also listen to/read/watch primary sources that offer first-hand depictions of the time periods we discuss in class. Professor Steptoe will post a music playlist each week that corresponds to lecture and reading topics. Movies and film clips can also be found on the site. To access the music and film, go to the “Contents” tab on the course D2L site and look for the appropriate folders.

GRADE COMPONENTS
Attendance/Participation: 10%
Music Analysis Essays (3): 15%
Quizzes (3): 60%
Final Paper (including proposal): 15%

You are expected to participate in all class discussions, and this portion of your grade will reflect both your presence and active participation. A good participant: attends class, speaks up several times in discussion (but does not dominate), listens and responds to others in the group, shows that s/he has thought about the reading, and makes connections to other course readings and larger themes of the class. Occasional in-class writing assignments or group work may also be counted toward the participation grade.
Three quizzes will test students on the course material (reading assignments, music, films, and lectures) covered in each unit. Quizzes may include a variety of question types, such as multiple choice, true-false, short answers, and essays. Students will take all three quizzes on D2L, so we will not meet for class on quiz days. Plan to have access to D2L from 11:00 am-12:15 pm on the day of each quiz: Th, Sep. 24; Th, Oct 29; and Tu, Dec 8.

At three different times this semester, students will write music analysis essays that treat a song (or pair of songs) like a primary source that provides insight into a particular time or place in the history of the United States. The best essays will analyze sonic and lyrical aspects of the music, provide historical context, and draw on theories presented in lectures and reading assignments. Essays should be 350-500 words in length. (Additional guidelines for each essay assignment will be uploaded to D2L. Click on “Content” to find the “Music Analysis Essay” folder.) Upload your essays to the “Dropbox” on D2L as Word documents. Essays must be uploaded no later than noon on the due date. Students who fail to upload their essays by the deadline will receive an automatic zero (0) on the assignment.

The final paper should be approximately five (5) pages in length, and can focus on a performer, style of music, or cultural trend covered in this class. Papers must incorporate one primary source and one secondary source not assigned for this course. (Students can, however, draw on assigned readings and lecture material for historical context.) Submit a final paper proposal on November 24 by the end of the day. Additional details about the specifics of this assignment will be available on D2L later in the semester. Upload your final paper to the Dropbox as a Word document on Monday, December 14 by noon.

*** Essays and the final paper must be double-spaced and written in 12-point font with one-inch margins. ***

MAKE-UP EXAMS/PAPER EXTENSIONS
Make-up exams and paper extensions will be granted to students whose absence from an examination or inability to turn in a paper on its due date is approved by the instructor in advance. If the missed assignment is due to a medical issue or other emergency, students must document that emergency to the instructor's satisfaction.

ATTENDANCE POLICY
Attendance is required, and each absence will lower your grade proportionally. If you reach seven (7) absences, you will receive a zero (0) for your overall Attendance/Discussion grade, regardless of active participation on days you attended.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Excused Absences: Absences due to illness, a court appearance, or other legitimate reasons must be documented to the satisfaction of the professor. An e-mail informing Professor Steptoe of an absence from class will not suffice for an excused absence. Students must provide paper documentation, such as a doctor's note, immediately after the absence to receive consideration for an excused absence.
TECHNOLOGY POLICY
Computers and tablets are not allowed during class unless a student requires a specific accommodation for a disability that has been cleared by the instructor. Upon arrival, turn OFF your cell phone and store it away.

Any video, visual, or audio recording of lectures by any device is prohibited.

CLASSROOM DECORUM
Students are expected to arrive on time and remain in class for the entirety of the lecture. Please do not leave your seat during class, if avoidable. Refrain from talking, sending e-mail or text messages, instant messaging, posting to social media accounts, reading non-course materials, sleeping, or other distracting activities.

For UA policies concerning disruptive behavior in class, see:
http://policy.arizona.edu/disruptive-behavior-instructional

UNIVERSITY POLICIES
Plagiarism: Plagiarism and cheating will not be tolerated. All assignments performed for this course must be original and must be performed individually unless otherwise noted. Every incident of academic dishonesty will be strictly punished. The history department mandates that academic dishonesty be punished by a failing grade for the course. Additional sanctions may include a permanent record on your academic transcript and suspension or expulsion from the university. For more information on UA policies concerning academic integrity, please see:
http://deanofstudents.arizona.edu/codeofacademicintegrity

Notification Regarding Disability: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let Professor Steptoe know immediately. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. (For the Disability Resource Center’s statement on syllabi, please see:
http://drc.arizona.edu/faculty-staff/syllabus-statement)

Policies against Threatening Behavior by Students: Threatening behavior—including any statement, communication, conduct, or gesture that causes a reasonable apprehension of physical harm to a person or property—will not be tolerated. Sanctions may include suspension, expulsion, arrest, and criminal prosecution. For more information on UA policies concerning threatening behavior, please see:
http://policy.web.arizona.edu/threatening-behavior-students

GRADING SCALE AND CRITERIA
Writing assignments, quizzes, and participation scores are assigned numerical values that translate into letter grades as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100 – 96%</td>
</tr>
<tr>
<td>A</td>
<td>95 – 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 90%</td>
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<tr>
<td>B+</td>
<td>89 – 86%</td>
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<tr>
<td>B</td>
<td>85 – 83%</td>
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<tr>
<td>B-</td>
<td>82 – 80%</td>
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<td>C+</td>
<td>79 – 76%</td>
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<td>C</td>
<td>75 – 73%</td>
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<td>C-</td>
<td>72 – 70%</td>
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<td>D+</td>
<td>69 – 66%</td>
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<td>D</td>
<td>65 – 63%</td>
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<td>D-</td>
<td>62 – 60%</td>
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<td>E</td>
<td>59–</td>
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</tbody>
</table>
I will base your end-of-semester grades on a number of factors. I have outlined general grade guidelines below:

“A” range: You provide clear, insightful, original, and sophisticated responses on essays and exams that make excellent use of material from lectures and readings. On written assignments, sentence structure, grammar, spelling, and citations are impeccable. Essays and the long paper contain no run-on sentences, comma splices, or passive voice. Essays are not wordy and redundant. You submit all writing assignments on time and fulfill essay guidelines. You have maintained an excellent record of attendance (2 or fewer absences). You actively participate in discussions about the assigned readings.

“B” range: You submit all writing assignments on time, but may not provide evidence to support most points, or evidence may appear where inappropriate. The arguments given on exam responses and essays usually make sense, although some gaps in logic may exist. You have missed 3-4 absences lectures, or may not participate consistently in class discussions.

“C” range: Exam responses and writing assignments do not reflect that you have completed the assigned readings. You do a fair job of synthesizing course material, but do not develop original insights or conclusions. Papers and essays may wander, with few transitions, few topic sentences, and little logic. The paragraphs may not be organized coherently. Writing assignments contain passive voice, and show repeated problems in sentence structure, grammar, punctuation, citation style, or spelling. You may have several run-on sentences or comma splices. You may fail to submit all of their writing assignments on time and/or these essays do not fulfill established requirements. Your attendance record is inconsistent (4-5 absences). You participate infrequently in class discussions, or do not offer insightful comments during these discussions.

“D” range: You show minimal lack of effort and little comprehension of lecture and reading material. The arguments made on written assignments are very difficult to understand because of major problems with mechanics, structure, and analysis. Your written work contains no identifiable thesis, or has an incompetent thesis. Exam responses and written work do not demonstrate that you have attended class. You fail to submit all writing assignments on time and/or does not fulfill the essay requirements or guidelines. You have a poor attendance record (5-6 absences), and you seldom participate in discussions about assigned readings.

“E” range: Exams and written assignments lack historical analysis and comprehension of lecture and reading material. Your work does not demonstrate that you have attended class. You fail to submit some assignments, and you do not fulfill the requirements or follow guidelines. You have a poor attendance record (6-7 absences or more), and you rarely participate in class discussions.
COURSE SCHEDULE

Week 1
Tu, Aug. 25  Introduction to the Course
Th, Aug. 27  Sound, Ethnicity, and Race

Week 2
Tu, Sep. 1  Minstrelsy in Black and White

Th, Sep. 3  “Down to the River to Pray”

*** MUSIC ANALYSIS ESSAY #1 DUE ON FRIDAY, SEPT. 4 BY NOON. ***

Week 3
Tu, Sep. 8  Origins of the Blues

Th, Sep. 10  “With His Pistol in His Hand”
(Read through the section on corridos that ends on page 207.)

Week 4
Tu, Sep. 15  Ragtime Nation

Th, Sep. 17  European Immigrants and Popular Music

Week 5
Tu, Sep. 22  Cultural Mixing in Jim Crow America

Th, Sep. 24  QUIZ #1 (We will not meet on 9/24. Take the quiz on D2L.)
**Week 6**  
**Tu, Sep. 29**  
The Birth of Jazz  
Reading: Gaye Theresa Johnson, “‘Sobre Las Olas’: A Mexican Genesis in Borderlands Jazz and the Legacy for Ethnic Studies,” *Comparative American Studies* 6, no. 3 (September 2008), 225-240.

**Th, Oct. 1**  
Music and the Great Migration(s)  

**Week 7**  
**Tu, Oct. 6**  
“Race Records” and the Segregation of Popular Music  

**Th, Oct. 8**  
Women, Sexuality, and the Jazz Age  

**Week 8**  
**Tu, Oct. 13**  
Cuba in Harlem  
Reading: Frank Guridy, “Feeling Diaspora in Harlem and Havana,” *Social Text* 27 (Spring 2009): 115-140.

**Th, Oct. 15**  
The Big Band Era  

***MUSIC ANALYSIS ESSAY #2 DUE ON FRIDAY, OCTOBER 16 BY NOON.***

**Week 9**  
**Tu, Oct. 20**  
Swinging Across America  
Reading: Transcript of interview with Ed Gerlach (big band swing musician), October 1989

**Th, Oct. 22**  
The Jazz Singer (1927)  
(Watch on your own; we will not meet for lecture on 10/22.)  

**Week 10**  
**Tu, Oct. 27**  
Discussion of *The Jazz Singer*; quiz preparation
Th, Oct. 29  QUIZ #2 (We will not meet on 10/29. Take the quiz on D2L.)

Week 11
Tu, Nov. 3  The Impulses: Blues, Gospel, and Jazz

Th, Nov. 5  From Race Records to Rhythm and Blues

Week 12
Tu, Nov. 10  How Motown Conquered America
Reading: Werner, A Change Is Gonna Come, 3-27

Th, Nov. 12  The Politics of Soul
Reading: Werner, A Change Is Gonna Come, 35-78

Week 13
Tu, Nov. 17  A Different Shade of Soul
Reading: Werner, A Change Is Gonna Come, 79-164

Th, Nov. 19  “Disco Sucks!”
Reading: Werner, A Change Is Gonna Come, 165-235

*** MUSIC ANALYSIS ESSAY #3 DUE ON FRIDAY, NOV. 20 BY NOON. ***

Week 14
Tu, Nov. 24  “It’s Like a Jungle Sometimes…”
Reading: Werner, A Change Is Gonna Come, 236-289

*** FINAL PAPER PROPOSALS DUE ON TUESDAY, NOV. 24. ****

Th, Nov. 26  No class (Thanksgiving holiday)

Week 15
Tu, Dec. 1  “Rap Is Black America's CNN”
Reading: Werner, A Change Is Gonna Come, 262-304

Th, Dec. 3  The Impulses Get Crunk
Reading: Werner, A Change Is Gonna Come, 307-361

Week 16
Tu, Dec. 8  QUIZ #3 (We will not meet on 12/8. Take the quiz on D2L.)

*** SUBMIT FINAL PAPER ON MONDAY, DEC. 14 BY NOON ***