

MUSIC 1730B - INTRODUCTION TO POPULAR MUSIC AND CULTURE WINTER 2024

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

PREREQUISITES

Music 1710 F/G

It is your, the student's, responsibility to ensure that you have taken an appropriate prerequisite course or that you have obtained special permission from the Dean to take this course.

University Policy: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

INSTRUCTOR

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TEACHING ASSISTANT

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COURSE DESCRIPTION

Popular music and culture are intertwined, both affected by the other. (See Swift, Taylor.) Popular music is more than words, notes, sound, and recordings. It is both a product and creator of culture. It affects and reacts to events outside of the music industry and the "music itself." Popular music influences how we live and who we think we are. Popular music's resonance in and response to the greater culture in which it is located is never stable but is constantly changing. The cultural context affects how we listen to popular music, how we make popular music, the technology of popular music, who makes popular music, how we write about popular music, how we narrate the history of popular music, how we hear popular music, what we hear and why, who profits from popular music, and much more. For example, over the last few years, changes in technology, especially the advent of streaming, has made it difficult for most artists to make a living income, while stars just get bigger. What impact does streaming have on listeners, artists, and culture in general? This course is an introduction to thinking about popular music and culture as intimately related with a profound impact upon each other.

COURSE OBJECTIVES

When the course is complete, students will be able to

- Understand why and how popular music and culture are interrelated.
- Explain the impact of culture on popular music.
- Explain the impact of popular music on culture.
- Interpret the effect of institutions and industries upon popular music.
- Explore how new technologies, especially music streaming and algorithms, impact popular music, especially musicians and audiences.
- Understand the musical world that they will enter.
- Anticipate changes to popular music as it reflects and is influenced by the culture that surrounds it.

READINGS

No textbook required.

Required readings are posted by week on OWL. These will include articles from newspapers and magazines. Read all articles provided every week.

ASSESSMENTS

Attendance and Participation	15%	
Exams	2 x 25% = 50%	
	Exam 1: 2/6/24	
	Exam 2: 3/12/24	
Final Exam	35%	Sometime during the exam period. I do not have control over this.

ASSIGNMENT SUMMARIES

Attendance and Participation. I expect you to show up for class, having read the readings and ready to participate. You should show up on time for the class; if you show up later than 15 minutes after the class begins, you will be marked absent. You may miss one class without penalty. Read "Academic Consideration for Student Absence & Missing Work (greater than or equal to 10%)" in the University Policies section of this course outline.

Exams: The exams will be written in class and will be comprised of short answer and essay questions.

Final Exam: The final exam is cumulative and will be administered during the final exam period. It may consist of a combination of short answer and essay questions. **I do not set the date of the final exam. Do not make plans to go away until the date is set.**

STATEMENT ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

You may use a laptop to take notes. You are to set your phone so that it does not ring or vibrate loudly. I reserve the right to ban all computers for the rest of the semester if I catch students using them for purposes other than note-taking. I also reserve the right to collect all phones at the beginning of class for retrieval at the end. Please do not make me exercise either right. Truly, you can live without texting someone for two hours. People lived without texting, checking scores, on-line shopping, watching Tik Tok etc. for millennia and the species did not die out. Some professors ban the use of laptops in the classroom, and/or collect phones at the door. I will do so, if necessary, except in the case of students with accommodations that require the use of a computer.

MY COURSE POLICIES. TAKE THEM SERIOUSLY.

1. You must show up for class. Attendance is not optional. Please see the description of Attendance and Participation above. Accommodations will be made for religious holidays, verifiable illness, and family emergencies.
2. Arrive on time. I give instructions and other non-pedagogical information at the beginning of class, and I do not like to repeat it for stragglers.
3. Related to that: visit the washroom before class, not during it.
4. It is painfully obvious that some students do not do the assigned reading. Exams will ask specific questions from the readings, so be forewarned. I may also ask you to write direct questions or reactions to the readings on notecards that I will collect. They will influence your participation grade.
5. Class discussion is important. Be prepared to ask questions, respond to my questions, and comment upon topics and news relevant to course material.
6. I will use Powerpoint minimally. Be prepared to listen and to take notes.
7. I use OWL to post copies of the course outline, supplemental materials, supplemental readings, web links, announcements, and assignments. Be sure to check it regularly. Not seeing something that I posted on OWL is not an excuse for late work.
8. I know that people your age do not use email, but people my age do. Use email to contact me. Please address me as Dr. Coates or Professor Coates. I worked hard to earn those titles. I am not Mrs. Coates. She was my late mother.
9. Please do not tell me that you're too busy to do the reading because you're making music. You came to university for a BA when you could have attended college or another option to learn about music, music-making, engineering, and producing. Therefore, take this course seriously. If you want to focus on making music right now, then perhaps you should be doing something else. I'm not being a jerk; my daughter has a BFA in Performance Acting from TMU, which she chose in order to have options in case her acting career does not work out. You may need some options, too. A BA will help you in your future career, whatever that may be. For example, as musicians, you will sometimes need to write grants to take advantage of government programs that offer financial assistance to musicians, such as FACTOR. You can develop strong writing skills in "studies" classes.
10. You are responsible for material missed if/when you were absent. If you ask me if you missed anything important, my answer will be "yes" with no other information provided.
11. Do not talk and laugh with friends while I'm presenting information. Our classroom is small so I will see and hear you and will not be happy. You will not be happy when I ask you to leave the class for the rest of the period.
12. If you have questions about course requirements after I go over them during the first class, read the course outline before contacting me.
13. I do not answer email sent after 7:00pm. I will answer weekend email sometime on Sunday.
14. **IMPORTANT:** Read the University Policies provided after the course schedule.

SCHEDULE

Week	Topic	Read
1 1/9, 1/11	Introduction - What do popular music and culture have to do with each other?	
2 1/16, 1/18	Music industry	<ul style="list-style-type: none"> • Frith, "Industrialization" • Garofalo, "Power, Production and the Pop Process"
3 1/23, 1/25	Copyright	<ul style="list-style-type: none"> • Osborne, Intro to <i>Owning the Masters</i> • Perry, "Prince: Conscious and strategic representations of race"
4 1/30, 2/1	Technology	<ul style="list-style-type: none"> • Théberge, "Plugged In: Technology and Popular Music" • Théberge, "Transitions: The History of Recording Technology"
5 2/6, 2/8	Exam 1	Screening, TBD
6 2/13, 2/15	Genre	<ul style="list-style-type: none"> • Lena, "Music Genres" • Frith, "Genre Rules"
READING WEEK		
7 2/26, 2/29	Ideologies and authenticities	<ul style="list-style-type: none"> • Coates, "Teenyboppers, Groupies, and Other Grotesques" • Klein, "Popular Music as Big Money"
8 3/5, 3/7	Performers and Performance	<ul style="list-style-type: none"> • Auslander, "Everybody's in Show Biz: Performing Star Identity in Popular Music" • Théberge, "Love and Business"
9 3/12, 3/14	Exam 2	Screening TBD
10 3/19, 3/21	Identities	<ul style="list-style-type: none"> • Annenberg Report 2022 • Stratton, Popular Music, Race and Identity
11 3/26, 3/28	Fans and Fandoms	<ul style="list-style-type: none"> • Morris, Artists as Entrepreneurs, Fans as Workers • Baym, Introduction; chapter 6, "Relational Boundaries"

12 4/1, 4/3	The Present and Future? Social Media, Streaming, AI	<ul style="list-style-type: none"> • Cayari, "Cultivating Community on YouTube" • Pelly, "Streambait Pop" • Pelly, "The Problem With Muzak"
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UNIVERSITY POLICIES

Please read these carefully. They contain important information.

1. At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade. Generally, students can expect some form of feedback on their performance in a course before the drop date. In rare instances, at the Dean's discretion, an exemption can be issued, which also must be noted in the course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted in the course syllabus. Deans should review exemptions on a course-by-course basis each time an exempted course is offered. Performance-based courses in the Don Wright Faculty of Music are exempt (1900-1999, 2900-2999).

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

2. Grading scale: A+=90-100%, A=80-89%, B=70-79%, C=60-69%, D=50-59%, F=0-49%.

For undergraduate programs at UWO, the following Senate-approved definitions apply:

A+ 90-100	One could scarcely expect better from a student at this level
A 80 - 89	Superior work which is clearly above average
B 70 - 79	Good work, meeting all requirements, and eminently satisfactory
C 60 - 69	Competent work, meeting requirements
D 50 - 59	Fair work, minimally acceptable
F. below 50	Fail

3. Academic Consideration for Student Absence and Missing Work greater than or equal to 10%

Students are responsible for making up any missed classes or assignments as soon as possible. The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances. Students who have long-term or chronic medical conditions (physical or mental) that may impede their ability to complete academic responsibilities are directed to seek Academic Accommodation through Accessible Education ([Academic Accommodation for Students with Disabilities](#)).

Documentation shall be submitted, as soon as possible and no later than 48 hours after the end of the period of absence covered, to the Academic Counselling unit or Office of the Associate Dean, Undergraduate (TC210), of the student's Home Faculty together with a request for relief specifying the nature of the academic consideration being requested. Students are directed to read the Senate Policy on Academic Consideration for Medical Illness at the following website for further details regarding various requirements and procedures for the supporting documentation:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

4. Academic Consideration for Student Absence & Missing Work less than or equal to 10%

In cases where students miss work that is worth less than 10% of the total course grade due to medical illness or compassionate grounds, you will have no more than 2 weeks to complete a missing assignment. Students who have been denied accommodation by an instructor may appeal this decision to the Associate Dean's office but will be required to present appropriate documentation.

5. Statement on Academic Offenses

Submission of work with which you have received help from someone else (other than the course instructor or TA) is an example of plagiarism, which is considered a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at:

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

6. Mental Health and Wellness

Students that are in emotional/mental distress should refer to the Health and Wellness at Western page (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help or to go to the Wellness Education Centre located in Thames Hall room 2170. **Students in crisis in need of immediate care are directed to go directly to Student Health Services in Thames Hall 2170 or to click on the big green "I Need Help Now" button on the Health and Wellness page above.**

7. Accommodation for Students with Disabilities

Students work with Accessible Education which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

8. Religious Accommodation

Students should consult the University's list of recognized religious holidays (other than statutory 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. The Diversity Calendar from the Canadian Centre for Diversity and Inclusion provides information on multifaith, multicultural and diversity related holidays and observances and links to resources for more information.

<https://www.edi.uwo.ca/resources/2816-2023-Diversity-Calendar-PDF.pdf>

9. Contingency Plan

Although the intent is for this course to be delivered in-person, should any university-declared emergency require some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience), the course will adapt accordingly. The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

10. Gender-based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence, either recently or in the past, you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca or call 519 661-3568.