Understanding UTEP through Rock and Rap  
UNIV 1301  
Course type: Seminar, Blackboard Enhanced

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Class Wiki: http://wiki.utep.edu/display/UNIV/Home  
Professor website under construction.

Write the contact information for two of your classmates (name, phone, email):

______________________________________________________________________________
______________________________________________________________________________

University 1301 is a 3-credit hour course created to help you make a successful start at UTEP. This course will strengthen your academic skills and will help with your transition to university life by offering you a “taste” of what it is to be a university student.

You will receive considerable support in the course. An instructional team consisting of an instructor, student peer leader, and university librarian will teach your section. In addition, you will work closely with others, forming friendships with classmates. You will also be expected to interact with an advisor. The goals, instructional team and class size all combine to make University 1301 a course designed for your college success.

This course will also examine the social and cultural roles of popular music -- the influence of music on society and society’s influence on music; and the function of music in our lives -- both as musicians and audiences -- as a means of expression and in the understanding and realization of self. Rock and rap music will be examined in detail with emphasis on their social histories, technical features, interpretive qualities, innovation, assimilation, meaning and influence.

Students will study a social history of American popular music from multiple perspectives including sociology, anthropology, philosophy, religion and aesthetics; from these investigations the following learning outcomes will be accomplished:

STUDENTS WILL UNDERSTAND:
• How music impacts our behavior
• How American popular music has impacted race relations in America
• How life lessons -- accessed from musician biographies, song lyrics, and catalyst events in the history of American popular music -- reveal strategies for success and coping; and, help facilitate an understanding of our own likes and needs, decision-making processes, and help us gain a better understanding of ourselves and the
expectations of professors and the university. Song lyrics are philosophy; philosophy functions as a guide for the living of our lives.

- How achieving success in the music business and stardom in the media is similar to achieving success at a university
- How activities involving higher-order thinking -- such as having a visceral connection to and the cognition of music aesthetics -- can benefit the development of the brain and enhance one's overall ability to learn
- How effective learning and organization skills can guarantee success in college and be better prepare you for the ever-present and evolving challenges you will face as a university student.
- How being cognizant of the benefits and detriments of the seamless integration of our music, the music industry and media, and our modes of communication affect the efficacy of our communication and how we develop a sense of self.

GOALS

**Goal 1. Students will begin to understand their roles, opportunities, and responsibilities that impact their success within the context of the university.**

1. Students will examine social histories of rap and rock from the perspectives of sociology, ethnomusicology, anthropology, American history, religion, communications and philosophy.
2. Assigned reading in BORDERS pages 137-54 (What is Academic Dishonesty?) will be evaluated through written summaries of these pages prior to a lecture and class discussion on moral codes and ethical policies of academia. A visit from a staff member of the Dean of Students and assignments involving third-party websites dealing with academic integrity will supplement the module.
3. Current UTEP academic policies and requirements will be covered in a lecture and in a reading assignment from BORDERS. Evaluations follow lectures and reading assignments.
4. Students will participate in appropriate advising procedures to develop a plan of study. Students will be expected to write a brief summary of their visit with their adviser as proof of their visit and comprehension of its relevance.
5. Students will study the biographies of musicians, catalyst events in American music history and themes in song lyrics to learn that the struggle for success is universal; specific biographies, song lyrics and events will reveal strategies for success. The extraction of positive values from song lyrics provide the student with a foundation for the formulation of a personal ideology that will facilitate the process of decision making and strengthen self-confidence.

**Goal 2. Students will learn about and practice essential academic skills in order to strengthen performance in the university setting.**

1. Students will work on assignments and exams designed to improve critical thinking and problem solving skills. Topics include the subjective analysis of song lyrics and music VIDEOS, the assessment of assigned reading and the comparison of rap lyrics and canonic poems, as examples.
2. Students will engage in classroom and online discussion forums to strengthen oral, written and electronic communication skills.
3. Students will engage in research activities utilizing library resources and culminating in thesis papers and individual or group presentations.
4. Students will participate in small face-to-face and online groups to flesh-out seminal issues of a particular topic; one student from each group will provide a summary of findings to the entire class.
5. Presentations by the professor on effective note-taking, reading comprehension, time management, and studying methodologies will be presented toward the beginning of the semester with follow-up throughout the semester. Students will engage in activities designed to reinforce and evaluate study-related skills including brief periodic visits with the professor and peer leader and reading assignments in BORDERS.
Goal 3. Students will begin to build a network of faculty, staff, and peers in order to create a supportive and positive learning experience/environment.

1. Students will meet briefly with the professor and/or peer leader once every two weeks to receive an assessment of his or her note-taking, reading comprehension and overall ability to assimilate content.
2. Students will be introduced to various and diverse faculty who will present lectures and answer questions. Students will be expected to meet at least once with other appropriate staff and instructors, such as their academic advisor, their other professors and/or teaching assistants, and the librarian assigned to their UNIV 1301 section. Evaluations and/or assignments will follow.
3. Students will be mentored on group activities including presentations and small group discussions. Assignments from BORDERS will be followed by evaluations. All students will be expected to participate in a group presentation.
4. Students will become familiar with the university's student organizations, services, and departments through assignments designed to familiarize the students with categories and roles of student organizations, the classification of departments and the spectrum of services offered by the university to students. This content will be reinforced through quizzes and summary assignments. Students will be expected to research and encouraged to participate in student organizations involved in areas of their major. A brief summary of the benefits of area student organizations will be required.

Goal 4. Students will begin to assess and better understand their own interests, abilities, and values in order to more efficiently pursue their academic, career, and life goals.

1. Students will engage in at least one goal-setting activity or exercise.
2. Students will participate in at least one activity or exercise from the skill text to assess learning styles and adapt their personal learning style to college tasks.
3. Students will participate in at least one assessment activity or exercise from the interactive program, Choices, that examines the student's interests, abilities, and values.
4. After receiving lectures and engaging in reading assignments on musician biographies, students will participate in at least one activity or exercise to become familiar with the steps required to prepare for a career. Specifically, students will learn about the importance of acting with deliberate intent, having a methodical approach, maintaining self-confidence, and the importance of perseverance in achieving success.
5. Students will view the DVD, Money Matters, and then, participate in at least one activity or exercise to become familiar with Financial Literacy.

Goal 5. Students will become involved in UTEP activities and utilize campus resources.

1. Students will attend a live on-campus music performance and write a review based on guidelines in order to provide an objective critique of the performance, the behavior of the audience and the ethos of the venue and event.
2. Students will be mentored in and expected to utilize selected academic and student support resources, especially the Writing Center, Math Resource Center, University Counseling Center, University Career Center, Academic Advising Center, Student Development, University Health Center, and on-campus computer labs.
3. Students will demonstrate regular use of university information dissemination systems, such as email, bulletin broadcasts, and websites.

METHOD OF INSTRUCTION: Seminar (web enhanced). A variety of instructional techniques may be used. These may include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, and out of classroom learning experiences. Methodology will be selected to best-fit class needs. You
are responsible for taking notes during each class for ALL content delivered (lectures and discussions, song analysis, films and other activities).

You will be expected to:

- Dedicate about 3 hours outside of class for every hour in class (about nine hours a week outside class).
- Read about 50 pages per week.
- Produce UTEP listener reports, and other writing and research tasks formulated as exercises in critical thinking
- Take online quizzes to assess reading, VIDEO and lecture comprehension
- Engage in online activities and activities outside of the classroom.

If you ever find that you regularly need to spend more than nine hours a week outside of class on this course, please advise your Instructor immediately.

Materials

Required Texts:

- **BORDERS** (5th Edition)

Grading Method & Scale: Ongoing student progress in this course is evaluated based on class participation, out-of-class assignments, in-class and online quizzes, and online discussion threads. Letter or number grades may not be provided for all daily activities, but engagement is mandatory. Each student will participate in a final collective research project. There will also be a comprehensive final exam in the form of an essay based on a word cloud.

- Grades on major graded assignments will be A, (90-100%), B (80-89%), C (70-79%), D (60-69%) and F (59 or less). The Instructor reserves the right to grade any assignment except the collective Project and Final Exam on a pass/rewrite/fail (A, Rewrite, or F) scale. If this is ever done, it will be applied to the whole class.

In order to pass, students must complete all required major elements of the course as listed below. Any student failing to submit a completed major assignment or failing to sit for the Final Exam will receive a grade of "F" for the course. Any student who will not be able to attend the Final Exam at the scheduled date and time may request to take the exam early.

Grades will be based on the following:

- Online Quizzes (weighted by a factor of 1)¹
  - Reading (all BORDERS quizzes include ALL topics)
  - VIDEO Documentaries
  - Lectures
- email Responses (weighted by a factor of 1)
- Campus Event Reports (2) (weighted by a factor of 2)
- Report on a Student Organization (weighted by a factor of 2)
- Major Assignments (weighted by a factor of 3):

¹ For one specific quiz you will get one single grade; for one specific assignment you will receive three grades; for one specific essay exam, you will get four grades. For example, a grade book with 1 quiz, 1 assignment and 1 essay exam might look like this: 100 80 80 80 90 90 90 90 with an average of 85. If all activities were weighted equally, the average would be 90. The average is lower in the first case because the grades of activities weighted higher were lower than the quizzes. Quizzes are designed to reinforce reading, lecture and VIDEO documentary comprehension; doing well on online quizzes is NOT an accurate indication of your overall grade.
Course Requirements

Participation: Students are expected to participate in class. Participation is a vital part of your education and a skill that you will need to be successful throughout your career. Professors tend to remember students who participate in class and at some point you will need letters of recommendations from your professors. Sleeping or appearing to sleep in class, refusing to respond to the Instructor, unauthorized texting or other use of personal electronic devices in class, or acts that show a clear attitude of contempt toward the class, the Instructor, classmates or visitors will be penalized by points off the student’s participation grade. This should be extremely rare.

Homework: All homework is due at the beginning of class on the due-date. Any work posted or turned in after the beginning of class will be counted as late, and subject to late penalties. Other daily responsibilities: All students are required to check their UTEP e-mail account for rock trivia. Your response must be timely to receive a passing grade. Replies need to be made by the end of the day the email is sent.

Projects: Each student will participate in a final collective research project, including a group class presentation.

Tests/exams: Quizzes will be posted on Blackboard and due dates are listed in the Course Calendar. There will be four benchmark essay exams. These essays need be comprehensive, but that does not mean that they need to be long. Points off for verbosity; points added for terse, but thorough essays. Get to the point, meet the objectives and write with proper grammar.

Papers or other writing assignments: Major written assignments in this class include those listed above under “grading.” All written assignments done outside of the classroom must be completed and submitted printed on paper, single-space. Handwritten assignments will not be accepted.

Oral reports: A group presentation and the final collective presentation.

Required Policy Information

Attendance / Lateness Policy: In this course you are required to attend all classes, except in the case of university-sponsored activities or other excused absences. Other excused absences (proof may be required) are:

Medical — a contagious illness or other diagnosed debilitating condition is affecting the student’s ability to attend class;

Family Medical — the student is responsible for the care of a sick, injured or disabled person and the provision of

2 See the RULES AND GUIDELINES FOR ONLINE DISCUSSIONS, which is posted on Blackboard.
that care affects the student’s ability to attend class;

**Death of Family Member** — the death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person’s death is considered to be a showing of good cause for temporary absence;

**Military Duty** — active duty service as a member of the Texas National Guard or the armed forces of the United States is considered to be a showing of good cause for temporary absence;

**Work Schedule** — the temporary change of the student’s work schedule that is beyond the control of the student, and that affects the student’s ability to attend class.

**Other Emergencies**, here defined as an immediate threat to life and property, or unexpected events that interrupt public access to the university.

If you miss a class for any reason, excused or unexcused, you are still responsible for getting with someone else in the class, finding out what you missed, and turning in a summary of the class that you missed.

Attendance will be taken at every class, by means of a sign-in sheet. It is your responsibility to sign in. If you do not sign in, you are counted as absent. For example, the fact that your car didn’t start in the morning is no excuse for missing class. Every student needs to have some other backup arrangement ready to get to campus on time in case regular transportation plans fail or are not available.

You are required to make non-emergency medical and dental appointments, or interviews, outside of class time. If you miss class for any reason, excused or unexcused, you are still responsible for learning the material covered and turning in all work. You will be held accountable for all the material covered in every class, through either attendance or through make up work, not just on tests. If you do not make up missed work, you may lose all credit for that work, plus extra penalties for refusing to participate. **LEAVING DURING CLASS, AFTER HAVING SIGNED-IN AND TURNED-IN WORK DUE ON THAT DAY, IS UNETHICAL AND IS GROUNDS FOR DROPPING YOU FROM THE CLASS.**

**Withdrawal:** Simply not attending classes does not constitute official withdrawal, so please see your advisor in order do so. If you simply stop attending this course, you will be counted as absent and will receive grades based on work completed up to your last attendance as well as missing class requirements assigned during your absence. In cases of extreme absenteeism (here defined as the total equivalent of two weeks worth of absences any time in the semester, for any reason including excused absences), you may possibly be dropped at the Instructor’s option without notice, with a grade of “W” if the infractions occur prior to October 13. However, if the last infraction happens on or after October 13 or if the majority of your absences are unexcused, you will automatically fail the course. **AS YOU CAN SEE, THERE IS LITTLE VALUE IN SKIPPING CLASS.**

**Tardiness and the "Ten Minute Rule"**
If the instructor is more than ten minutes late for class without notice or advance arrangement, you may leave without being counted absent. If you arrive more than ten minutes late for class (or leave class early before being dismissed), you will be counted absent.

**Policy for late work:** Assignments submitted after class begins on the due date will be penalized one letter grade for every day late.

Students who fail to submit assignments on time do *not* receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and proper feedback. To earn a passing grade (“A,” “B,” or “C”) students must have completed all major assignments, paragraphs, and essays, even if they are too late to get points. If a major assignment is over three calendar days late, the student faces failure for this assignment. However, in order to pass the class students must still complete all major assignments in good faith. "Better late than never."
Policy for missed tests: The only formal “test” in this course is the Final Exam. Students failing to sit for the Final Exam will receive a grade of "F" for the course. Any student who will not be able to attend the Final Exam at the scheduled date and time may take the exam early.

Policy for extra credit: Extra credit is available for certain extra event reports related to the theme of this course, or for participation in certain other special events. Ask the instructor for details if interested. Extra credit may also be offered at the Instructor’s option for extraordinary work clearly beyond the level of the course. This latter type of extra credit is rare, and may not be requested.

Copyright Statement Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to $100,000 for each work copied. Copying of textbooks is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected.

1.3 Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]

Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules/homepage.htm.

1.3.1 Scholastic Dishonesty: [From the Handbook of Operating Procedures: Student Affairs]

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1.3.12 Plagiarism: [From the Handbook of Operating Procedures: Student Affairs]

"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Students with Disabilities Policy: If you have or suspect a disability and need an accommodation you should contact Center for Accommodations and Support (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building.

UNIV 1301 students are required to complete the UNIV 1301 End-of-Semester Survey that CIERP administers online during the last 2-3 weeks of classes. I will give a few points to you lowest grade for partiticipation.

Syllabus Change Policy:

Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Class meeting dates: Fridays. In case of absence, or if class is ever cancelled due to circumstances beyond
Instructor control, students are still expected to complete and submit all assignments shown on the Calendar if at all possible.
Course Schedule

CONTENTS:
• Weekly Schedule

Quizzes and Reading at a Glance

WEEK 1: August 29

GOAL 2.2 (oral):
Class Discussion: Good Intentions
• Why are you here?

GOAL 2.2 (oral):
Lecture/Discussion: The Foundations for the Study of Music and Society
• The role of music in notions of self.

GOALS 1.5/2.1/2.2 (oral):
Activity: Learning Values: Song Analysis: MIRACLE DRUG by U2
What did we learn from Bono?
How does this impact the decisions we make regarding our aspirations and ambitions?
Can you express how this value might be integral to your success at UTEP?

GOAL 2.5:
Lecture: Methods and Methodologies: Effective Note Taking

Having a Plan
Types of Notes
Organizing Notes
Mind Maps
Writing Phrases

Using and Reviewing Your Notes
Using Abbreviations
Practical Suggestions
Using Symbols

Open-notebook quiz.

Assignments for Next Week:

• Blackboard Quiz: PBS VIDEO Documentary: African Americans: Many Rivers to Cross, Episode 1, Life of Pricilla.
• Reading: BORDERS, pages 78-82, NOTE TAKING; be prepared to participate in Discussion Questions 4.1
• Blackboard Quiz: BORDERS, Introduction
• Blackboard Quiz: BORDERS, Note Taking (done)
• GOAL 1.2: Read BORDERS, pages 137-139, ACADEMIC INTEGRITY
• Blackboard Quiz: BORDERS, Academic Integrity
• Reading: BORDERS, Introduction, pages vii - xxiv. Be prepared to engage in the Discussion Questions Intro. 1-3; Do Activity Intro 2. Turn in your typed responses.
• The Rock History Reader: Chapter 48, Public Enemy's Bomb Squad;
• Blackboard Quiz: The Rock History Reader, Chapters 48, 49, 51.
• **GOAL 1.5:** DISCUSSION BOARD: FORUM #1: Miracle Drug by U2. Answer the questions; and then, respond to one of your classmate’s comment.

• **GOAL 5.1:** Attend MINERPALOOZA (or some other concert or live performance) and write an objective review per the guidelines posted on Blackboard. **DUE WEEK 4**

• **GOAL 2.5/3.1:** Students will schedule a visit with the professor or peer leader to discuss the efficacy of his or her note taking, reading comprehension, and content assimilation.
WEEK 2: September

Lecture: Overarching Themes: White Appropriation and the Music Business; Teen Rage and Social Strife

Lecture: The History of African American Music:
• African Religious Beliefs
• African Music
• The Middle Passage
• The Seeds of a Unique Culture

GOAL 1.5/2.1/2.2(oral):
Activity: BLACKBOARD DISCUSSION GROUP: Learning Values: Song Analysis: Miracle Drug, U2
• What did we learn from Bono?
• How would we face this issue in our daily lives?
• How would this impact our success at UTEP?

Lecture/Discussion: Methods and Methodologies:
• BORDERS, Discussion Questions Intro. 1 - 3;
• The Differences Between High School and College (lecture)
• GOAL 1.2:
  o Academic Integrity and UTEP Policies presented by staff from Dean of Students

Assignments for Next Week:

• See last week’s assignments. Add those assignments to this week’s list of assignments.

• Blackboard Lecture Quiz: African Religion and African Music
• Blackboard Reading Quiz: BORDERS: Chapter One
• Reading: BORDERS: Chapter One: Getting to Know Your University
W E E K  3 :   S e p t e m b e r  1 2

GOAL 1.5/2.1/2.2 (oral):
Lecture/Discussion: Learning Values: Song Analysis: Mount Washington, Beth Orton
  • What did we learn from Beth Orton?
  • How do we overcome the same obstacles she faces on a daily basis?
  • How would this issue impact our success on campus?

Assignments for Next Week:

  • GOAL 3.2/1.4: READING
    o Read pages 16 - 20 in BORDERS. Do Activity 1.2 and 1.3; visit with your adviser and write a brief summary of the visit including your understanding of the meeting and its value. Provide proof of your visit. Activities and summary DUE WEEK 6

  • Blackboard Quiz: The Middle Passage, Folk and Religious Slave Music
  • Reading: Blackboard Quiz: Chapter Two: The Differences Between High School and College
  • Blackboard Quiz: BORDERS, Chapter Two: The Differences Between High School and College

  • GOAL 2.1/2.2 (written): DUE BY WEEK 5
    • Essay: Compare the lyrics of the three following songs for common themes, musical style, tone of lyric: Mount Washington by Beth Orton; All You Need Is Love by the Beatles; (rap song) Break the Grip of Shame by Paris.
      o How are the themes similar?
      o How are the themes expressed similarly or differently (Compare the different tones in the text and the musical approaches of each song)?
      o How do the 3 songs complement each other?
      o Use lyric quotes and musical excerpts from all three songs as examples to illustrate your points.

  • DISCUSSION FORUM #2: Song Comparison. Why is your success at UTEP contingent upon you following Beth Orton's, John Lennon's and Paris' advice? FORUM WILL CLOSE AT THE END OF WEEK 5.
WEEK 4: September 19
VISIT FROM KAAY MILLER, ADVISING

Activity: Song Analysis/Discussion/Learning Values: HAPPINESS IS A WARM GUN by the Beatles.

Assignments for Next Week:

- Blackboard Quiz: PBS VIDEO Documentary: African Americans: Many Rivers to Cross, Episode 4, Making a Way Out of No Way, 1897-1940
- Reading: BORDERS: Chapter Three: Mining for Success I: Preparing to Learn
- GOAL 4.2: Blackboard Quiz: BORDERS, Chapter Three: Mining for Success I: Preparing to Learn.
- Critical Thinking: VIDEO Analysis: Movie Scene from Across the Universe: Happiness is a Warm Gun:
  
  *Due Week 6*

  1. WHAT IS THE SIGNIFICANCE OF THE BODY RISING AFTER THE PRIEST Closes HIS EYES AND GIVES HIM LAST RIGHTS.
  2. THE SCENE WHERE “MOTHER SUPERIOR” IS SUNG, THE PRIEST GOES INTO CONVULSIONS:, THE BEDS REVOLVE AROUND THE PRIEST, AS THE PATIENTS ARE YELLING AT THE PRIEST. WHAT DOES ALL OF THIS MEAN?
  3. WHAT DOES THE MAGNIFYING GLASS AND ONE BLUE EYE MEAN?
  4. WHAT DOES THE NURSE REPRESENT AND WHY IS SHE SEXY?
  5. WHAT DOES IT MEAN WHEN THE BEDS GO UPRIGHT?
  6. WHY DOES EVERYTHING TURN BLUE DURING THE INJECTION?
  7. WHY DOES EVERYTHING GO BLACK AND WHITE AS HE CLOSES HIS EYES?
  8. WHAT FEELINGS ARE EVOKEd IN YOU BY THE VIDEO? (20 points)
  9. DO YOU BELIEVE THAT THE VIDEO DIRECTOR’S INTERPRETATION IS THE SAME AS MINE? WHY?
WEEK 5: September 26

Lecture: History of African American Popular Music
- New Orleans, Ragtime, The Birth of Jazz
- Online Lecture: Methods and Methodologies: Group Discussions/Presentations
- Online Lecture: Setting and Achieving Goals

Assignments for Next Week:
- GOAL 4.5: Write a summary of the DVD, Money Matters and give an assessment of your own financial literacy.
- Blackboard Lecture Quiz: An Overview of Jazz: The Jazz Era, Swing and Big Band, and Bebop.
- Reading: BORDERS: Chapter Four: Mining for Success II: Making the Grade
- Blackboard Quiz: Chapter Four: Mining for Success II: Making the Grade
- Informant-Focused Field Work Assignment (See Blackboard for instructions) DUE WEEK 10
- Turn-in HAPPINESS IS A WARM GUN/ ACROSS THE UNIVERSE assignment before CLA Testing.
- REMINDER: CLA TESTING. ATTENDANCE IS MANDATORY. $50 FOR EACH PARTICIPANT.
- Term Paper and Presentation Topics with Short Bibliography, Due Friday, October 3.
WEEK 6: October 3

CLA Testing

Meet in our classroom. We will go to a computer lab. The College Learning Assessment Program administers the exams. College freshmen and seniors are assessed in order for the state to track aspects of student progress. The results remain confidential and do NOT impact you in any way.

Students receive $50 for their participation.

Assignments for Next Week:

Goal 4.1

- Reading: BORDERS: Chapter Eight: Career Planning
- Blackboard Quiz: Chapter Eight: Career Planning
- CHOICES: go to http://sa.utep.edu/counsel/choices/ and follow the directions to set up a portfolio.
- Participate in at least one assessment activity or exercise from the interactive program, Choices, that examines the student’s interests, abilities, and values. Choices will be included in your visit to library on 10/17.

Create a personal goal with a plan using the strategy outlined in last week's lecture and this week's reading assignment. Submit your plan at the beginning of the next class. I will monitor your plan bi-weekly.

Turn in term paper and presentation topics with short bibliography (4 sources). This is preliminary; your topic needs to be approved by the professor.
WEEK 7: October 10

- Lectures: BORDERS: Chapter Eight: Career Planning
- Grade in class: Blackboard Quiz: Chapter Eight: Career Planning

GOAL 3.5:
Activity: SMALL GROUP IN-CLASS DISCUSSION (Break-out sessions): Learning Values: Songs Analysis and Comparison
- *THE DAMAGE I'VE DONE* by The Heads (music VIDEO version)
- YOLO by George the Poet
- NIGHT OF THE LIVING BASE HEADS

  - What did we learn from Jonette Napolitano?
  - What did we learn from George the Poet
  - In what ways are the three poems' themes intertwined? Use examples from the three poems to make your point.
  - How might we face these issues in our daily lives?
  - How might these issues impact our success at UTEP?
  - VIDEO analysis, *THE DAMAGE I'VE DONE*: Analyze 5 scenes from the Heads music VIDEO. (Think metaphors)
  - Present your findings to the class

Lecture: History of American Popular Music
- The Blues and Gospel

Assignments for Next Week:
- Reading BORDERS: Chapter Five: Academic Resources
- GOAL 5.2: Blackboard Quiz: BORDERS, Chapter Five: Academic Resources
- Blackboard Lecture Quiz: The Blues and Gospel
- Visit the Writing Center and Math Resource Center. Have work from this class or another class assessed. Bring proof of your visit.
- TURN-IN TERM PAPER AND PRESENTATION TOPICS

BE SURE TO VISIT http://sa.utep.edu/counsel/choices/ to set up a PORTFOLIO.

Participate in at least one assessment activity or exercise from the interactive program, *Choices*, that examines the student’s interests, abilities, and values. *CHOICES* will be part of your visit to the library on 10/17.
Assignments for Next Week:

- Reading: BORDERS: Chapter Six: Avoiding Hazards Along the Way
- **GOAL 1.2/1.3**: Blackboard Quiz: BORDERS, Chapter Six
- Blackboard Lecture Quiz: The Era of the White Teen Idol and the Producer

**GOAL 4.5**: Online Lecture: Methods and Methodologies: Learning to Learn
- a. Types of Learning
- b. Maximizing Memory
- c. Learning Online
- d. Blackboard
- e. Critical Thinking: Learning not to stress
WEEK 9: October 24

Essay Exam #1: White appropriation and Teen Rage

Lecture: A Social History of American Popular Music
- The Birth of Rock and Roll and the Making of Elvis

GOAL 1.5/2.1/2.2(oral):
Activity: Learning Values: Song Analysis: THE PATIENT by Tool
- What did we learn from Tool? (Patience is a virtue/"Keep Your Cool Like Tool")
- How would we face this issue in our daily lives?
- What role does time play in maintaining patience?
- How has Tool used music to express the passage of time?
- How would this impact our success at UTEP?
- Do we ever master patience? Why?

GOAL 5.2:
Lecture: Methods and Methodologies: Academic Resources
- Student Writing Center
- Student Math Resource Center
- Technology Support Center
- Collaborative Learning Center
- UTEP Web Resources
- Computer Labs
- UTEP Library: Using Resources and Services (Course librarian)
- Q & A

Assignments for Next Week:
- **GOAL 4.4:**
  - Write a one-page essay on how the initial success of the Beatles has inspired and influenced you to devise a plan for a career.
    - How is your attitude important?
    - What is the importance of planning?
    - How have the lessons learned from Bono, Beth Orton and George the Poet influenced your approach to building a career?
  - Critical Thinking: Why did Tool name their song THE PATIENT, instead of MY STRUGGLE WITH PATIENCE or whatever? (The song is NOT about a medical patient!!!) Write no more than a few sentences.
  - **Informant-focused field work paper due in three weeks. The assignment does not need to be long (1 to 1 1/2 pages single-spaced), but it needs to be thorough**
  - Reading: The Rock History Reader: Section I Introduction, Chapters 1, 2, 4, 5, 6, 7, 9
  - Blackboard Quiz: The Rock History Reader: Section I Introduction, Chapters 1, 2, 4, 5, 6, 7, 9
  - Reading: Borders Chapter 6: Avoiding Hazards Along the Way
  - Blackboard Quiz: Borders Chapter 6: Avoiding Hazards Along the Way
WEEK 10: October 31

Essay Exam #2: The Role of Race in the Birth and Development of Rock and Roll

Lecture: A Social History of American Popular Music
- The Rise, Development and Fall of the 1960s Counterculture, Part 1

Lecture/Discussion: Methods and Methodologies:
Avoiding Hazards at UTEP
- Class Attendance
- Civility: Academic Discourse and Kindness
- Procrastination
- Maintaining a Good Grade Average
- Emergencies on Campus
- Crime

Activity: Lecture followed by discussion on "what would you do?" scenarios.

Assignments for Next Week:

- Reading: BORDERS: Chapter Seven: Healthy Living
- Blackboard Reading Quiz: BORDERS: Chapter Seven: Healthy Living
- Blackboard Quiz: The Rock History Reader: Chapters 8, 10, 11, 16, 17, 83
- Blackboard Quiz: Blackboard Quiz: The Rock History Reader: Chapters 8, 10, 11, 16, 17, 83
- Reading: The Rock History Reader: Section II: Chapters 12, 13, 14, 15, 19, 20, 21, 22
- Blackboard Quiz: The Rock History Reader: Section II: Chapters 12, 13, 14, 15, 19, 20, 21, 22
- Term paper and presentation draft (works in progress) due next week.
WEEK 11: November 7

TERM PAPER and POWERPOINT PRESENTATION DRAFTS DUE TODAY!

Lecture: Borders: Chapter 7: Healthy Living

Lecture: A Social History of American Popular Music
  • The Rise, Development and Fall of the 1960s Counterculture, Part 2

Lecture: Women and Rock and Rap: Groupies, Grrrls and "B*****s".
(In partial preparation for Blackboard Group Discussion)

Assignments for Next Week:

  • GOAL 3.3: Blackboard Discussion Groups: Women and Rock and Rap
    • Read the following articles in the Rock History Reader (27 pages total) and post your views of the traditional role of women in rock and rap and what you think the future of popular music holds for women; reference your notes on the lecture on The Plight of Women Rappers and the Grrrl Movement and the articles listed below; use quotes from the lecture and/or reading to support your position; comment on 2 of your peers' postings. Deadline for all postings is Thursday, November 13, 12:00 noon:
      o Chapter 24: "Cock Rock: Men Always Seem to End Up on Top"
      o Chapter 25: "Singing Songwriters: 1971 is a Woman's World"
      o Chapter 45: "Madonna -- Finally, a Real Feminist"
      o Chapter 46: "Can Madonna Justify Madonna"
      o Chapter 47: "Is As Nasty As They Wanna Be Obscene?"
      o Chapter 52: "Feminism Amplified"
WEEK 12: November 14

Essay Exam #3
Explain why the 1960s counterculture was both a success and a failure. Describe each tenet of the movement and how each one was successful and a failure. Discuss the role of music as a galvanizing element in the movement.

Lecture: A Social History of American Popular Music
- 1970s Mainstream Rock and the Transformation of the Music Industry

Lecture: History of African American Music
- Funk, Disco, Techno, Dance

Lecture: Student Organizations
- Overview of Student Organizations: Types, Functions and Contributions
- Guest Lecturer: Terry Green, President, Black Student Union

Assignments for Next Week:
- Blackboard Quiz: Funk, Disco, Techno, Dance
- Blackboard Quiz: Section III: Chapters 24, 25, 26, 28, 30, 31, 32, 35
- Reading: BORDERS, Chapter 10: Campus Resources.
- Blackboard Quiz: BORDERS: Chapter 10: Campus Resources
- GOAL 3.5: Using the lecture on student organizations and reading about student orgs from BORDERS, Chapter 10 as a point of departure, research campus student organizations and write a brief summary on the types and benefits of joining a student organization, and the benefit these organizations bring to the campus and community.
- Read Michael Eric Dyson's article on the plight of the Black Man and hip-hop (posted on Bb), listen to and analyze the lyrics to the rap song, WHAT THEY DO, by the Roots, and watch the VIDEO, BEYOND, BEATS and RHYMES. Take copious notes in preparation for participating in a group discussion on the following questions with four other students:
  - How do these three different mediums (article, rap song, VIDEO documentary) address a common theme?
  - Compare the approach of each of the three different mediums.
  - What solutions are stated or implied in each?
  - How does the music -- the mood, the feel, the rhythms, and the instruments -- of WHAT THEY DO enhance the message of the words?
  - Why do Russell Simmons, gangsta rappers Judakiss and others, and the President of BET avoid answering the questions regarding the damage that commercial rap does to society? Assess their authenticity within the culture of hip-hop.
  - Where does Michael Eric Dyson place the blame for the plight of the Black man? Do the Roots agree with him, at least, in part?
  - Why are conscious rappers Mos Def, Talib Kweli, and Q-Tip so uncomfortable when asked about if hip-hop can accommodate GBLT rappers and audiences? What does this say about the plight of the Black man? What does this say about the state of hip-hop verses the ethos of hip-hop at its conception?
  - How does rap embody the full range of the human experience?
  - Does the future of hip-hop depend on the expansion or the retraction of voices (are voices excluded or welcomed?) How will the participation of women and LGBTs influence the future of rap?
  - How does rap embody the full range of the human experience?
WEEK 13: November 21

Lecture: A Social History of American Popular Music
The Birth of Punk and Rap: Up From the Underground Part 1

Lecture: Borders: Chapter 10: Campus Resources
Grade in Class: Bb Quiz: Campus Resources

GOAL 2.5: Activity: Group Discussion
Read Michael Eric Dyson’s article on the plight of the Black Man and hip-hop, listen to and analyze the lyrics to WHAT THEY DO by the Roots, and watch the VIDEO, BEYOND, BEATS and RHYMES. Discuss with your group of five students the following:

- How do these three different mediums (article, rap song, VIDEO documentary) address a common theme?
- Compare the approach of each of the three different mediums.
- What solutions are stated or implied in each?
- How does the music -- the mood, the feel, the rhythms, and the instruments -- of WHAT THEY DO enhance the message of the words?
- Why do Russell Simmons, gangsta rappers Judakiss and others, and the President of BET avoid answering the questions regarding the damage that commercial rap does to society? Assess their authenticity within the culture of hip-hop.
- Where does Michael Eric Dyson place the blame for the plight of the Black man? Do the Roots agree with him?
- Why are conscious rappers Mos Def, Talib Kweli, and Q-Tip so uncomfortable when asked about if hip-hop can accommodate GBLT rappers and audiences? What does this say about the plight of the Black man? What does this say about the state of hip-hop verses the ethos of hip-hop at its conception?
- Does rap’s default tone of aggression promote harmful attitudes toward women?
- Is there something in the very spirit of rap that can be identified as misogynistic?
- How does rap embody the full range of the human experience?
- Does the future of hip-hop depend on the expansion or the retraction of voices (are voices excluded or welcomed): How will the participation of women and gays in the creation of rap influence the future of rap?

Assignments for Next Week:
(Next Friday is Thanksgiving Holiday. Please submit quizzes via my Google Drive Public Folder. Also, please note that next week’s lectures will be delivered via a VIDEO posted on Blackboard.)

- Reading: The Rock History Reader: Chapters 36, 37, 38, 39, 40, 41, 42, 43, 44
- Blackboard Reading Quiz: The Rock History Reader: Chapters 36, 37, 38, 39, 40, 41, 42, 43, 44
- Reading: BORDERS, Chapter Nine: Money Matters for the UTEP Student
- Blackboard Reading Quiz: BORDERS, Chapter Nine: Money Matters for the UTEP Student
WEEK 14: November 28
Thanksgiving Holiday

Essay Exam #4
(Submit via my Google Drive Public Folder; DUE SUNDAY, NOVEMBER 30 MIDNIGHT)
Explain why 1970s mainstream rock music and culture brought about the underground movements of punk and rap. Discuss how the audience for punk and rap felt about 70s music, how the aesthetics of punk and rap were a rejection of mainstream culture and music, and how ultimately both punk and rap as movements lost their integrity once the music industry took control.

Lecture: A Social History of American Popular Music
(DELIVERED VIA A VIDEO POSTED ON BLACKBOARD)
- The Birth of Punk and Rap: Up From the Underground Part 2

Assignments for Next Week:
- Reading: The Rock History Reader: Chapters 50, 51, 54, 55, 56, 59, 60, 63, 64, 66
- Blackboard Quiz: The Rock History Reader: Chapters 50, 51, 54, 55, 56, 59, 60, 63, 64, 66
- Final Projects Due Next Week: Term Paper and Group Presentation.
WEEK 15: December 1 - 5

FINALS WEEK

Submit Blackboard Quizzes
Final Projects Due:
   o Thesis Paper or Research Presentation
   o Final Project: Presentations

LECTURE: Closing Statement

Assignments: Apply everything you learned! GOOD LUCK!!