Course name: Music, Media, and Public Spheres
Course number: (GI) COMM 3005 CIEE
Programs offering course: Summer Online
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Summer 2020

Course Description
This course examines music markets and the ongoing evolution of the music industry with a focus on the cultural and social influence of music, the changing perspective of music consumers, and the role of artists and producers. Students will learn about varying debates and models within the music industry, the interaction of music with other media, and the intersection of traditional music forms (radio, records, and concerts) with new technologies such as on-line audio streaming. The course will also explore the importance and economic contribution of popular and alternative music festivals. Utilizing the city as a field site for study, this course will encourage students to engage with a range of music performances and events. The course is taught using a dynamic mix of lectures, case study discussions, and student presentations.

Learning Objectives
By completing this course, students will:

- Develop a critical understanding of the music industry and discuss the role of the artist
- Develop problem solving and communication skills for students through coursework
- Evaluate and situate the socio-cultural ethics, politics, and messaging in popular music in the host country
- Explore case studies where popular music has impacted upon society internationally, nationally, and locally

Course Prerequisites
Students should have completed a level 2000 class in music, anthropology, marketing or critical theory prior to taking this course.
Methods of Instruction

The course will be taught using online lectures, seminars, case study discussions, presentations or recordings, as well as virtual performances, and examinations of music-related businesses or organizations. Online activities will involve group work and critical discussion groups considering and arguing on key debates facing the music industry today. Students will also be expected to carry out an ethnographic field observation task at a local or online music event, and present their notes to class for discussion. Invited guest speakers, musicians or producers, will add to the learning objectives of this course.

Assessment and Final Grade

1. Presentation / Recording: 20%
2. Web Media Project: 20%
3. 2 x Learning Blog Entries / Short Essays: 20%
4. Final project: 20%
5. Class Participation: 20%
TOTAL: 100%

Course Requirements

Presentation / Performance
Students must conduct a 10-minute presentation on a performance we did not attend together, or alternatively students perform original compositions to reflect and articulate the themes and topics explored in this course. The presentation must include critical observations of the venue (sound management, crowd control, revenue creation opportunities) and audience (market identification, i.e. age, gender, ethnicity, socio-economics). The performance must creatively address how the music industry is subject to cross-pollination in multiple media formats (cinema, TV, radio, personal music players, console games) and how messages are altered or conveyed in these formats.

Time on task = 7.5 Hours

Web Media Project
Students in small groups will develop a small website, using a variety of multimedia forms, as a snapshot of a popular music genre where live performances are accessible in the host country environment. This website will comprise of hyperlinks to other sites relating to the genre, as well as original audio, motion-picture, and / or recordings from their site visits in the host country. The original data captured by students can relate to venues, performances, or public advertisements of the music genre (including track / album sales advertising, live concert adverts, other live appearances by public figures relating to the music industry). The quality of the project will be measured by the students’ collective ability as a group to develop an
accessible, easy-to-navigate website that utilizes a range of multimedia to represent a discourse on language and representation within the music industry in the host country.

Time on task = 21 hours

2 x Learning Blog Entries / Short Essays
Short essays or learning blogs are 1250 words in length and engage with examples of popular music, or popular music events, and an evaluation of the music or event, exploring the intertwining of display, symbolism, and group identity. More detailed instructions will be given in advance of each assignment. Each paper must include at least 2 scholarly sources. These papers will be graded based on the students’ ability to critically deconstruct the symbols and narratives present in the music or event, and how these relate to the creation of, or manipulation of, a popular music market.

Time on task = 15 Hours

Final Project
The final project is 1750-words exactly. This project must take the form of a faux grant application for public funding support for a genre of music discussed in class, and in the context of the host country environment. The proposal will address key requirements for funding the specific musical genre chosen by the student. These key requirements will be outlined by the instructor during a series of formative exercises during the early weeks of class. The proposal will outline a SWOT analysis examining the benefits and drawbacks of funding music, and reference at least 5 scholarly sources to contextualize and or defend the argument of the proposal. The paper will be graded according to the ability of the student to develop a coherent and critical argument addressing the proposal requirements, whilst demonstrating comprehensive understanding and an ability to apply the readings from the course.

Time on task = 21 Hours

Participation
Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific
and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:
- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement. Academically related activities include, but are not limited to:
- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:
- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.
**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis. The weekly schedule below outlines due dates for asynchronous learning activities for this course.

*N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.*

### Weekly Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Orientation Week</th>
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<tbody>
<tr>
<td><strong>Class 1</strong></td>
<td>Introduction</td>
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<tr>
<td></td>
<td>This opening online lecture will introduce students to key terms and present an outline of the prominent debates in popular music studies. By the end of this lecture students will have gained fundamental knowledge and awareness of the variety of approaches used to understand and discuss popular music. Students will also contribute to an online discussion considering the open question: What is music?</td>
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<td>Time on Task = 2.0 Hours</td>
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<tr>
<th>Class 2</th>
<th>Cultural Production and Popular Music</th>
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<td></td>
<td>Through a deconstruction of Adorno’s criticisms of popular music, these online lectures will demonstrate to students the multiple and significant meanings and representations found in the popular music industry. Students will learn how the popular music industry shifts between being considered a creative industry and an executive-driven market. Students will also engage in online discussion addressing the question: What is a commodity?</td>
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<tr>
<td></td>
<td>Reading:</td>
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</table>
Time on Task = 3 Hours

Week 2
Class 3

**Artist and Aesthetics in Popular Music**
Students will explore concepts such as the role of the artist, the art, and the audience in cultural production. In evaluating the role of the audience in this dynamic relationship, students will also explore the function and impact of recording and representation in preparation for the Web Media Project.

Reading:

Time on Task = 3 Hour

**Due Date for Submission of the First Short Paper Assessment**

Class 4

**The Screen and the Stage in Popular Music**
Students will evaluate a musical production. Students will also participate in a critical discussion deconstructing Ennio Morricone’s soundtrack to the movie, The Mission, and the musical production. This exercise will examine where the boundaries of ‘high’ and ‘low’ art are blurred in the contexts of screen and stage music.

Time on Task = 7 Hours

Class 5

**Constructing Identities through Popular Music**
Media, music, and public spheres intertwine often in discourses of identity. Debates on the creation of identity through music, or the creation of music from identity, are examined in these lectures on popular musical forms.

Readings:

Time on Task = 5 Hours

Class 6

**Community and Subculture in Popular Music**
Students will evaluate the multifaceted features of identity in music, with emphasis on the comparison of community-oriented identities and subcultural identities.

Readings:

Time on Task = 3 Hours

**Due Date for Submission of Web Media Project Assessment**

**Week 3**

**Class 7**

**Popular Music Industry**
Through examining case studies where local government works alongside the popular music industry, this week evaluates what potential impact such partnerships have on engagement in the creative arts.

Students in small groups online will develop a new label and present the start-up to the class in a mock investor proposal, with the instructor taking the role as an investor. This exercise requires students to amalgamate the previous classes and concepts relating to music sounds and market, marketing of music, talent acquisition and development, dissemination of music, and revenue.

Time on Task = 9 Hours

**Class 8**

**Local Music Industry**
During this class students will examine, and evaluate a host city environment, to explore questions relating to the impact on local popular music from development, diversity, socio-economic changes, and gentrification. Students will examine the conflict of interpretation and representation ongoing in the city. Students will share in online discussions examples of local music making in their home and host environments.

Time on Task = 3 Hours

**Due Date for Submission of Second Short Paper Assessment**
Class 9

**Dissemination and Amalgamation: Popular Music and Telecommunications**
In recent years, music has moved from the domain of radio and speaker to an integral part of the cinematic and television experience. This session explores the development of music television, and the revival of musical cinematography and television productions. Students will share and discuss examples in discussion on musical forms that can be both art and popular music.

Readings:

Time on Task = 3 hours

Class 10

**Socio-Political Movements and Music**
Demonstrating again the interconnectivity between music and public spheres, this week examines the complex role of music in significant socio-political movements throughout the Western hemisphere. Case studies include the influence of music during the US civil rights movement, fascism and music, and the role of the popular music industry during the charitable campaigns for Ethiopia.

Readings:
Werran, K. & Sutherland, J. 2011. Live Air – Against All Odds. BBC 4: YouTube.com

Time on Task = 10 hours
Week 4

Class 11  Black Popular Music
This lecture explores the rich and diverse tradition of Black music in the US and worldwide. The session will examine how the music industry typically represents persons of African descent, with particular reference to stereotyping of ‘gang’ identity, violence, drugs / alcohol, sex, and women. The impact of black popular music in the host environment will also be examined.

Readings:

Time on Task = 7 Hours

Class 12  Gender and Popular Music
How do gender and popular music interconnect? This lecture will explore the 20th-century development in the popular music industry of women’s roles and representations, examining case studies where stereotypes and traditional gender roles are openly challenged in the public discourse through popular music.

Readings:
Class 13  
**Project Workshopping and course review**  
The final session is given over to answering questions regarding the final project, as well as the chance for some workshopping and revising of the content. An online lecture synopsis and review of the key topics of the course is provided, as well as open discussions addressing critical formative questions based upon the course materials and student responses to date. Additionally, each student will provide a 30-second definition of the term ‘musics’ via a FlipGrid submission. Finally, the workshop element will involve students engaging remotely and asynchronously in a peer review and feedback process for each other’s work to date. The instructor will also provide summary feedback of all the student works.

Due Date for Submission of Final Project

Course Materials

Readings


