Instructor Information

Instructor(s)
Dr. Mia M. Kirby, LCSW-S

Office Number
Swift Center 129M

Office Telephone Number
(817) 272-9642 CAAS Office
(972) 584-7104 *Emergency Text Only*

Email Address
mia.kirby@uta.edu

Faculty Profile
My Faculty Profile

Office Hours
Tuesday and Thursday 12-1pm via Microsoft Teams or by Appointment

Course Information

Section Information
AAST 4350-002

Time and Place of Class Meetings
Online (Asynchronous)

Description of Course Content
This course provides students with an understanding of the relationship between music, media, political consent, and social dissent. Students will examine how music has both shaped and reflected the crucial social and political movements of African American history. Additionally, this course will examine mutual impact that music and social movements have on each other. The historical and theoretical materials will be contextualized by discussions, reading assignments, class assignments, music performance pieces, and videos.

Student Learning Outcomes
1. Students will examine music as social/political commentary and protest
2. Students will explore music as a tool to influence public opinion and consent
3. Students will identify the historical events in the Americas that led to music of dissent and struggle
4. Students will examine how music defines cultural and personal identity in the Black community
5. Students will recognize how collective identities are formed by the mobilization of traditions through music

Required Textbooks and Other Course Materials
1. Keep on pushing: Black power music from blues to hip-hop
   Sullivan, Denise.
   c2011
   ISBN 9781556528170;, ISBN 1556528175  *selected articles will be made available in Canvas*
I. Syllabus Quiz (5 points)
Students are required to complete a syllabus quiz the first week of class to ensure that the syllabus is read and reviewed.

II. Discussion Board (5 points each)
Each week students are expected to submit a summary (6-8 sentences) of the reading/lecture/videos and the song of the week selected for the week and a well-thought-out question prompted by at least one reading assignment for that week. Students are then required to submit a well thought out response to one peer question prompt (6-8 sentences). Details about each section of the assignment are described below. You should upload your Summary and Question to a peer to the appropriate Canvas discussion board no later than Friday at 11:59 p.m. Responses to the questions of your classmates must be completed no later than Sunday at 11:59 p.m. Late summaries and responses will be deducted 1 point per day up to 4 days.

a. Summary (2pts. per week) The summary should draw on major themes (always present) and empirical findings (sometimes present) presented by the authors/lecturer. You should try and condense the materials into its most important parts without plagiarizing the chapter or article.

b. Question (1 pt. per week) A question submitted must be thoughtful, reasonable, and relevant to the assigned reading. Questions must be open-ended, with scope narrow enough to elicit a brief answer containing at least 6-8 sentences. Each question should clearly move beyond the content of the assigned reading. A suitable question is not, “What do these results mean?” or “What did the author mean with this sentence?” Additionally, you should refrain from making sweeping rhetorical statements in your questions, such as “If the world was peaceful, how might this be different?” There is no way we can answer that question reasonably.

c. Peer Response (2pts. p/week) Students are required to go beyond saying, “I agree,” and proceed in furthering the discussion. Answering the question should require some elaboration and integration of the course materials; that is, questions requiring merely descriptive answers are discouraged.

III. Music and Movement Playlist Activity (25 points)
Each student will choose two songs and share the link in the final discussion post. Explain why you chose the songs and how they represent any of the movements discussed in class. Students will reply to each other’s post for the discussion points for the week.

IV. Quizzes (25 points each)
This course will consist of four multiple choice or true/false module quizzes. Each quiz is comprised of 25 questions (worth one point each). The exams are timed, open book, open note quizzes. The quizzes will be made available at the start of the quiz week and must be taken by Friday at 11:59pm. Late quizzes will not be accepted.

V. Final Paper (50 points)
*Please note the final paper must be written in APA Format, typed in 12pt font, double spaced (6-8 pages).
(Choose one of the following final papers)
1. Final Paper Choice #1 - Lyrical analysis
Students will choose 5 songs from one of the movements covered in the course. The songs can be from various artists but should reflect lyrics that relate to the movement. Utilizing your knowledge on lyrical analysis as presented in Week #2 analyze the lyrics of the song and discuss how the lyrics relate to the movement. Include the lyrics in the appendix of the paper.

2. Final Paper Choice #2- Artist Spotlight
Students will choose one African American musical artist or group who has been or is involved in a social movement and highlight specific songs and lyrics that demonstrate their efforts.

VI. Final Paper Preparation Submissions (50 points)
Throughout the semester there will be a series of final paper preparation assignments. Each of the following assignments will better assist students in completing the final assignment.
   a. Final Paper Prep #1- A paragraph describing what you’d like to write your final paper about.
   b. Final Paper Prep #2- Detailed outline of the final paper
   c. Final Paper Prep #3- Bibliography for the final paper.
   d. Final Paper Prep #4- Final Paper Rough Draft

VII. EXTRA CREDIT - CAAS Event (10 points each)
Students may attend any of the listed CAAS events and submit a one-page summary to receive up to 10 extra credit points per event (no more than 2 events for a total of 20 points)

**Spring CAAS Events schedule (The following events will be virtual)**
- February Power Hour 2/3/2021 Dr. Barbara Odom-Wesley of Arlington City Council 12 – 1pm
- 9th Annual Conference 2/18/2021 Dr. Rashawn Ray of the University of Maryland and Black Lives Matter Panel 10am-12pm
- April Power Hour 4/7/2021 Dr. Kyrah Brown of UTA’s Department of Kinesiology 12 – 1pm

Grading Information

<table>
<thead>
<tr>
<th>Points Needed</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>300-270</td>
<td>A</td>
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<tr>
<td>269-240</td>
<td>B</td>
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<tr>
<td>239-210</td>
<td>C</td>
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<tr>
<td>209-180</td>
<td>D</td>
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<tr>
<td>179-0</td>
<td>F</td>
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Breakdown of Total Semester Assignments/Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Discussion Board (5 points each)</td>
<td>70</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Paper Preparation Submissions</td>
<td>50 points</td>
</tr>
<tr>
<td>Quizzes (25 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Music Playlist Activity</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
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</table>
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Success Services," below.

**Make-up Exams**
Make up Exams will not be given

**Expectations for Out-of-Class Study**
Students enrolled in this course should expect to spend at least an additional 3-4 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances**
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Course Schedule**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.* —Dr. Mia M. Kirby, LCSWS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Learning Outcomes and Objectives</th>
<th>Assessment (graded)</th>
<th>Activity (ungraded)</th>
<th>Materials (readings, videos, etc.)</th>
</tr>
</thead>
</table>
| Week #1   | **Topic:** What is Social Movement?  
Learning Outcome: 1,2  
Objective: Understand the importance and purpose of Social Movements | **Introduction Discussion Board**  
**Week #1 Discussion Board Summary and Question Responses** | Read assigned chapter and/or article  
Watch Lecture Video | **Song of the Week- A Change is Gonna Come, Sam Cooke**  
(Article) On the Origins of Social Movements  
(Article) Social Movements and Cultural Transformation |
| 01/19-01/22 | **Discussion Board Summary and Question Responses** | **Read assigned chapter and/or article**  
**Watch Lecture Video** | **Song of the Week- What’s Going On, Marvin Gaye**  
(Article) Music as Method  
(Article) Tell it Like it Is |
| Week #2   | **Topic:** Qualitative Ethnomusicology Research Methods  
Learning Outcome: 1,2  
Objective: Examine research methods necessary for musical analysis | **Week #2 Discussion Board Summary and Question Responses** | **Read assigned chapter and/or article**  
**Watch Lecture Video** |  |
| 01/25-01/29 | **Week #3 Discussion Board Summary and Question Responses** | **Read assigned chapter and/or article**  
**Watch Lecture Video** |  |
| Week #3   | **Topic:** Ancient African Music  
Learning Outcome: 3,4,5  
Objective: | **Final Paper Prep #1 Due**  
**Week #3 Discussion Board Summary and** | Read assigned chapter and/or article  
Watch Lecture Video | **Song of the Week- Shuffering and Shmiling, Fela Kuti**  
(eBook) Ancient Text Messages of the Yoruba Bata Drum Ch.1 |
<p>| 02/01-02/05 |  |  |  |  |</p>
<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Topic:</th>
<th>Learning Outcome:</th>
<th>Objective:</th>
<th>Quiz #1</th>
<th>Read assigned chapter and/or article</th>
<th>Watch Lecture Video</th>
<th>Song of the Week</th>
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<tbody>
<tr>
<td>#4</td>
<td>02/08-02/12</td>
<td>Ancient African Music</td>
<td>3,4,5</td>
<td>Explore the history of music and oral tradition in Ancient Africa</td>
<td>Question Responses</td>
<td></td>
<td>Song of the Week - Miriam Makeba, Soweto Blues (Webpage and Videos) West Africa: Word, symbol, song (Webpage and Videos) The power of a song in a strange land</td>
<td></td>
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<tr>
<td>#5</td>
<td>02/15-02/19</td>
<td>African American Music during slavery</td>
<td>3,4,5</td>
<td>Explore the history of music and oral traditions of enslaved African Americans</td>
<td>Quiz #1 Week #5 Discussion Board Summary and Question Responses</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td></td>
<td>Song of the Week - Swing Low Sweet Chariot (Article) Songs of Remembrance (Article) Spatial Dialectics: Intimations of Freedom in Antebellum Slave</td>
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<tr>
<td>#6</td>
<td>02/22-02/26</td>
<td>African American Music during slavery</td>
<td>3,4,5</td>
<td>Explore the history of music and oral traditions of enslaved African Americans</td>
<td>Final Paper Prep #2 Due Week #6 Discussion Board Summary and Question Responses</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td></td>
<td>Song of the Week - Wade in the Water (Webpage and Audio recordings) Songs of the Underground Railroad (Video) Slave Songbook</td>
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<tr>
<td>#7</td>
<td>03/01-03/05</td>
<td>African American Music during the Civil Rights Era</td>
<td>3,4,5</td>
<td>Examine the relationship between music and protests during the civil rights era</td>
<td>Quiz #7 Discussion Board Summary and Question Responses</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td></td>
<td>Song of the Week - Mississippi Goddam, Nina Simone (Book Chapter) Singing Civil Rights</td>
</tr>
</tbody>
</table>
| Week #8 | 03/08-03/12 | Topic: African American Music during the Civil Rights Era  
Learning Outcome: 3,4,5  
Objective: Examine the relationship between music and protests during the civil rights era | Quiz #2  
Week #8  
Discussion Board Summary and Question Responses | Read assigned chapter and/or article  
Watch Lecture Video | Song of the Week-Strange Fruit, Billie Holiday  
(Webpage) Music propelled this Movement  
(Article) Music in the Civil Rights Movement |
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<tbody>
<tr>
<td>03/15-03/20</td>
<td>SPRING BREAK</td>
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| Week #9 | 03/22-03/26 | Topic: African American Music during the Black Power Movement  
Learning Outcome: 1,3,4,5  
Objective: Examine the relationship between music and protests during the Black Power Movement | Final Paper Prep #3 Due  
Week #9  
Discussion Board Summary and Question Responses | Read assigned chapter and/or article  
Watch Lecture Video | Song of the Week- Say it Loud I'm Black and I'm Proud, James Brown  
(Article) Language in Action: Funk Music as the Critical Voice of a Post—Civil Rights Movement Counterculture  
(Book Chapter) Keep on Pushing Black power music from blues to hip-hop Ch.3 |
| Week #10 | 03/29-04/02  
*04/02 last day to drop* | Topic: African American Music during the Black Power Movement  
Learning Outcome: 1,3,4,5  
Objective: Examine the relationship between music and protests during the Black Power Movement | Week #10  
Discussion Board Summary and Question Responses | Read assigned chapter and/or article  
Watch Lecture Video | Song of the Week- Give the People What they want, The O'Jays  
(Book Chapter) Keep on Pushing Black power music from blues to hip-hop Ch.4 |
| Week #11 | 04/05-04/09 | Topic: African American Music during the 1990’s  
Learning Outcome: 1,3,4,5  
Objective: Explore the connection between Hip Hop and Black Nationalism | Week #11  
Discussion Board Summary and Question Responses | Read assigned chapter and/or article  
Watch Lecture Video | Song of the Week-U.N.I.T.Y., Queen Latifah  
(Book Chapter) Keep on Pushing Black power music from blues to hip-hop Ch.9 |
<table>
<thead>
<tr>
<th>Week #12</th>
<th>Topic: African American Music during the 1990’s</th>
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<tbody>
<tr>
<td></td>
<td><strong>Learning Outcome:</strong> 1,3,4,5</td>
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<tr>
<td></td>
<td><strong>Objective:</strong> Explore the connection between Hip Hop and Black Nationalism</td>
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<tr>
<td>Final Paper Prep #4 Due</td>
<td>Quiz #3</td>
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<tr>
<td>Read assigned chapter and/or article</td>
<td>Watch Lecture Video</td>
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<td>Song of the Week - Fight the Power, Public Enemy</td>
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<td>(Article) The State of Rap: Time and Place in Hip Hop Nationalism</td>
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<tr>
<th>Week #13</th>
<th>Topic: Modern Day African American Music</th>
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<tbody>
<tr>
<td></td>
<td><strong>Learning Outcome:</strong> 1,3,4,5</td>
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<tr>
<td></td>
<td><strong>Objective:</strong> Examine the relationship between music and the Black Lives Matter Movement</td>
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<tr>
<td>Pop Quiz</td>
<td>Week #12 Discussion Board Summary and Question Responses</td>
</tr>
<tr>
<td>Read assigned chapter and/or article</td>
<td>Watch Lecture Video</td>
</tr>
<tr>
<td>Song of the Week - Freedom Beyoncé</td>
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<tr>
<td>(Book Chapter) Black Lives Matter and Music: Protest, Intervention, Reflection Ch. 1</td>
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<tr>
<th>Week #14</th>
<th>Topic: Modern Day African American Music</th>
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<tbody>
<tr>
<td></td>
<td><strong>Learning Outcome:</strong> 1,3,4,5</td>
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<tr>
<td></td>
<td><strong>Objective:</strong> Examine the relationship between music and the Black Lives Matter Movement</td>
</tr>
<tr>
<td>Music and Movement Playlist Activity Due</td>
<td>Final Paper Due</td>
</tr>
<tr>
<td>Read assigned chapter and/or article</td>
<td>Watch Lecture Video</td>
</tr>
<tr>
<td>Song of the Week - chosen by students</td>
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<tr>
<td>(Book Chapter) Black Lives Matter and Music: Protest, Intervention, Reflection Ch. 4</td>
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<tr>
<th>Week #15</th>
<th>Quiz #4</th>
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<tr>
<td></td>
<td>No Readings or discussion this week</td>
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**Institution Information**

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

- Drop Policy—**The final drop date for Spring 2021 is April 2nd for undergraduates.**
- Disability Accommodations—**Office for Students with Disabilities (817)-272-3364**
- Title IX Policy
• Academic Integrity—In this course, scholastic dishonesty results in an F for the test or assignment in question, and possibly an F in the course overall.
• Student Feedback Survey
• Final Exam Schedule

Additional Information

Emailing Faculty
When emailing faculty, only UTA email will be accepted and responded to for communication. In emails under Subject include course name and number and the section number you are in; otherwise, your faculty will not respond. It is your responsibility to check your school email account daily.

• Emails will be responded to as soon as possible, emails received after 5pm will be responded to by the next business day

Attendance
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will note attendance by weekly discussion and assignment posting. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Student Success Programs
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Librarian to Contact
Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.
Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Additional important campus phone numbers include:
- Counseling Services: 817-272-3671
- Relationship Violence & Sexual Assault Prevention: 817-272-9250

Library Information

Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)