SYLLABUS
School of Music -University of Florida
American Vernacular Music

Course Number: MUH6526   Credit Hours: 3

Section	Professor	Email
19229 AVM1	Dr. Megan Sheridan	mmsheridan@ufl.edu
19230 AVM2	Dr. William I. Bauer	wbauer@ufl.edu
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19233 AVM4	Dr. Stephanie Standerfer	sstanderfer@arts.ufl.edu

Office Hours
There are no specific office hours for this course as the instructor may be contacted at any time via email. Emails will be responded to within 24 hours during the week and 48 hours on the weekend. If a phone or video chat consultation is desired, those may be arranged directly with the instructor.

Course Communications
Please post general questions on the Course Questions discussion board (the type of question that you would raise your hand to ask in class). For personal or grade questions, please e-mail the instructor or make an appointment to speak via Skype or telephone.

Course Description
Vernacular music is the common musical language of a people. This course is an introduction to American vernacular music from the 1840s to the recent past, examining country, jazz, folk, rhythm & blues, rock & roll, rap, and Latin genres and styles. The cultural and social history, and an analytic study of musical style will be a focus. The processes used by vernacular musicians – playing by ear, improvising, songwriting, small group collaboration, an emphasis on listening, and facility on more than one instrument – will be explored. Curricular implications for K- 12 music education settings will be considered.

Required Texts
Starr, L. & Waterman, C. (2021). American popular music: From minstrelsy to MP3 (6th ed.). Oxford University Press (ISBN: 9780197543320). There is an interactive e-book available and recommended.

Additional Resources
Encyclopedia of Popular Music Online
Additional selected readings as indicated in the weekly schedule will be available for download from the course site.

Purdue's OWL at https://owl.english.purdue.edu/owl/resource/560/01/

Because academic writing and American Psychological Association (APA) writing formatting are expected in all assignments, please review any formatting at Purdue's Online Writing Lab. Required listenings are available in the interactive e-book, on Spotify, or at Oxford's Resource

Center (use the code in your textbook or purchase a code at this website): https://learninglink.oup.com/access/starr-waterman-5e- student-resources#tag_video

Course Goals

Through full participation in this course, the graduate music education student will:

1. outline the chronological history of American vernacular music since about 1840;
2. discuss the stylistic traits that define genres of American vernacular music;
3. identify important performers, composers, and other individuals who created and influenced American vernacular music;
4. critically listen and respond to representative compositions from the history of American vernacular music;
5. describe the interactions between American vernacular music and selected broad social and political issues of the past;
6. apply music creation processes of American vernacular musicians and explore personal expression through associated musical forms by creating original music; and
7. incorporate aspects of popular music in K-12 music education settings.

COURSE POLICIES

WORKLOAD AND ASSIGNMENT POLICY
This graduate course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful. The compressed format of this online course will require 15-18 hours of work per week to meet course expectations. Late work will not be accepted unless prior arrangements have been made with your instructor.

EMAIL
Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may take place using your UF email address and/or the Canvas messaging system. All students need to regularly check both of these at least once per day. Make checking them part of your daily routine. Likewise, unless there are extenuating circumstances, when you send your instructor an email or Canvas message during the week (M-F) you can expect a reply within 24 hours. Instructors will reply on weekends as they are able.

COURSE TECHNOLOGY
Students taking this course must have access to the following equipment and software:
• Computer with a high speed Internet connection
• Microsoft Office – available free for UF students at http://software.ufl.edu
• Webcam (can be integrated with your computer or laptop).
• Speakers, headphones, and/or earbuds that will allow for discerning music listening
• Internet browser
• Email
• Software as specified in assignment descriptions in Canvas

UF POLICIES

UNIVERSITY POLICY ON ACCESSIBILITY
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY ACADEMIC HONOR POLICY
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

HEALTH AND WELLNESS RESOURCES
1. U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352- 392- 1575 so that a team member can reach out to the student.
2. Counseling and Wellness Center http://www.counseling.ufl.edu/cwc/Default.aspx, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
3. Sexual Assault Recovery Services (SARS) Student Health Care Center, 352-392-1161
4. University Police Department 352-392-1111 (or 9-1-1 for emergencies) – http://www.police.ufl.edu/

COURSE EVALUATION PROCESS
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

UNIVERSITY POLICY ON CLASS VIDEO RECORDINGS
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not

willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE ASSESSMENTS

Please see the course site in Canvas for complete details of each week's activities and the assignment due dates. All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should contact the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

- Introductory Activities: Class introduction, Perusall annotation and virtual meeting with instructor.   3%
- Listening Journal: A journal (document) maintained by students where they will   10%
  reflect on assigned listening, discuss elective listening, compare and contrast
  musical selections, and otherwise document listening activities associated with
  the course.
- Interactive Timeline: A timeline of popular music events and musicians will be   10%
  developed through the course using interactive software. Connections between music
  and societal or historical events should be included.
- Discussion Forum Participation: Weekly discussions will take place based on the   10%
  course readings. Peer interaction will be included.
- Perusall Reading Markups: Weekly annotations and interaction of the supplementary articles 7%
  including interaction with peers.
- Reaction Reports: 1-2 page reaction reports to the three guest lectures.   5%
- Songshare Presentation Project: Explain, from the perspective of a songwriter, the   15%
  characteristics (e.g., structure of lyrics, form, melody, harmony, and rhythm)
  that make for an effective song. The main goal is to analyze a song and identify
  specific conventions and features that could be used by you (and others in the class)
  in your own songwriting efforts in the future.
- Song Creation: Using any musical genre within the textbook, write lyrics for a   15%
  verse and chorus, create a melody and accompaniment to go with the lyrics,
  record your song, and submit the recording and a reflective paper on the process.
- Final Paper: A scholarly paper related to the content of the course.   25%

GRADING SCALE

A	100 – 93%
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
E	59 and Below

COURSE OUTLINE

Module details and specific assignments can be found in Canvas.

Module 1
Foundations of American Vernacular Music
March 4-10, 2024

Module 2
Social Dance, Jazz, and Tin Pan Alley
March 11-17, 2024

Module 3
Blues and the Swing Era
March 18-24, 2024

Module 4
The Postwar Era & Rock 'n' Roll
March 25-31, 2024

Module 5
Motown, the British Invasion, and Rock
April 1-7, 2024

Module 6
Developments in Mainstream and the Underground
April 8-14, 2024

Module 7
Technology, MTV, and Globalization
April 15-21, 2024

Module 8
Current Issues in American Vernacular Music
April 22-24, 202