

LIBS 497 – Music and Gender as Narrative
Texas A&M University - Commerce – Spring Semester 2017
web-enhanced course – Tues/Thurs 11:00 AM– 12:15 PM (208 Hall of Languages)

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Office Hours: Mon and Wed 1:00-4:00 or by appointment

Course Description: The experience of popular music as an entertainment form is inherently situated in constructs of gender, age, race, class, sexuality, and the physical body. One vector of creating, conveying, and recreating popular music identities and histories is through narratives. This course examines the intersection of the performativity of gender within the tales of those whose identities are invested in popular music including but not limited to the fan, the performer, the critic, and the academic as illustrated through memoirs, oral histories, retrospectives, and other such narrative outlets.

Course Objectives:

1. To demonstrate an understanding of the core concepts of gendered performativity.
2. To encounter and engage in readings from a variety of paradigmatic approaches as a means for generating synthesis, analysis and communication of critical thought
3. To apply the principles of interdisciplinary scholarship by reflectively and informatively contributing to dialogues on a variety of nostalgia-related topics
4. To critically deconstruct aspects of nostalgic practices in connection to the larger cultural, political, historical, and/or contextual discourses

Evaluation:

Gender Scrapbook	10%
Discussion Prompts	30%
Annotated Bibliography Project:	15%
Analysis Project:	20%
Illustrative Gender in Genre Poster:	15%
Participation and Engagement:	10%

Grading System:

A (exceptional) = 100 - 90% B (good) = 89 - 80% C (average) = 79 - 70%
D (minimally sufficient) = 69 - 60% F (failure) = <60%

I am a firm believer in the formal significance to these letter grades and their meaning. As much as it pains us on occasions to realize, exceptional is a difficult realm to achieve. As well, average is just that, average – on a level with one's peers. Average does not equate to poor or a "bad" grade. In nearly all grading instances, I start from a mindset that one begins at middle "C" (75%), and one proves their relative ability to shift above, shift below, or remain at that mark with their work. This is particularly true of participation and reading response grades.

Please Note:

Popular culture and entertainment media use life as its muse. As such, it is comprised of the themes, subjects, and contents that contribute to everyday life. These contents, at times, can and do include aspects of violence, threat, sexuality, conflict, oppression, discrimination, inequality, profanity, varying ideology, crime, and impropriety. While effort has been taken to keep decorum in mind, engaging music and gender through narrative as a scholarly pursuit is intended for collegiate/adult maturities and some of the examples encountered in the course will comprise aspects of these contents.

Readings:

There are four required text for the course:

Klosterman, C. (2001). *Fargo rock city: A heavy metal odyssey in rural North Dakota*. New York: Scribner. ISBN: 0743406567; 978-0743406567 Manufacturer price \$16.00

Dawes, L. (2013). *What are you doing here?: A black woman's life and liberation in heavy metal*. New York: Bazillion Points. ISBN: 1935950053; 978-1935950059 Manufacturer price \$16.95

Marcus, S. (2010). *Girls to the front: The true story of the riot grrrl revolution*. New York: Harper Collins. ISBN: 0061806366; 9780061806360 Manufacturer price \$14.99

McNeil, L. & McCain, G. (2006). *Please kill me: The uncensored history of punk*. New York: Grove Press. ISBN: 0802125360; 978-0802125361 Manufacturer price \$17.00

In addition to these texts, there are a variety of additional readings which will be distributed through eCollege. A full bibliography of the course readings will be available there as well.

All readings are to be completed during the respective week they are assigned, and their material will be needed for effective discussion. On occasion, students may be asked to complete additional readings beyond those listed on the syllabus. Should this be the case, sufficient time and access to such readings will be provided.

Academic Dishonesty

All coursework is to be an original work by the student and created specifically for fulfilling the requirements for this course. Plagiarism, cheating, or otherwise representing another's work or ideas as one's own without proper attribution will not be tolerated. It is the student's responsibility to:

1. research and write their own papers
2. give proper credit through documentation when using words or ideas of others
3. rely on their own knowledge when taking tests
4. refuse to give another student the opportunity to be dishonest

Any act of academic dishonesty will result in the automatic failure of the course and may be subject to further disciplinary action by the university.

"Attendance" policy, instructor's rights and expectations:

All courses demand active participation and regular attendance. It is imperative that the student do all assigned work in a timely fashion. In particular, the benefits from discussion specifically depend on each student's respective preparation and distinctive contribution. Failure to do so hurts not only the individual student, but the collective community as a whole.

Please be aware: Upper-division courses are typically already quite time-involved as the amount of outside library work, reading, and writing is demanding. One must stay active and disciplined with researching, writing, discussion board posting, and assignment management throughout the term.

All assignments are devised for the explicit purpose of offering educational benefit, be that academic growth, hands-on experience, development and display of critical thought, or expression of our academic selves. Coursework is to be completed as assigned and is to be turned in via the eCollege dropbox no later than the formal due date. Any work turned in after due dates will incur a penalty respective of its relative degree of tardiness (to a point of no credit whatsoever). Failing to complete assignments not only inhibits the immediate learning process

but, again, ultimately hurts the overall learning community as discussion of the process and its results can prove insightful as well. Repeated failures to meet deadlines (be it missed assignments, periods of minimal progress, failure to engage with the course community, etc.) will constitute the equivalence of “absences” in a traditional classroom setting. Students with more than **three** “absences” may be dropped from the course. For additional information, see the *Student’s Guide Handbook*, p. 37. Additionally, I reserve the right to assign a final course grade no higher than a “C” for students accumulating more than **three** “absences.”

Course participation includes aspects of respectful, thoughtful, class interaction and engagement in group discussions. This course’s expectations work in conjuncture with what the *Student’s Guide Handbook* describes as Civility in the Classroom (see p. 36). Additionally, all students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student’s Guide Handbook*, Policies and Procedures, Conduct, pg. 42).

Brief Assignment Explanations:

Participation and Engagement: Whether in the classroom or in the online forum, the goal is demonstrate communication, discussion, and interactive engagement. Students are expected to dialogue in a way that provokes, clarifies, challenges, and enlightens the course community.

Additional considerations of a student’s relative level of engagement and academic integrity will also be made across all aspects of the course including but not limited to completion and quality of tasks and assignments, communications, following instructions and guidelines, and accessing materials. As mentioned previously, all students will start as receiving 75% and will be assessed as to their respective demonstration of proficiency/deficiency/adequacy across the term.

Gender Scrapbook: Students will compile a collection of instances reflecting elements of gendered music as portrayed through a variety of narratives. The aim of this task is to highlight the prevalence and diversity of ways in which music discourse invariably illustrates gender themes.

Annotated Bibliography Project: Students will be required to utilize online databases for locating source material on a topic which pertains to his/her particular music and gender interests. By completing an annotated bibliography of journal articles/book chapters/books from diverse areas of scholarship, the student will engage with a variety of academic research while also establishing a scholarly foundation contributing to their Analysis Project, and their Illustrative Gender in Genre Poster.

Discussion Prompts: Students will engage course readings and highlight particular elements of the texts which prompt the call for further inquiry, demonstrate the application of core concepts, denote comparison and/or contrast across additional readings, or other similarly inspired critically thoughtful possibilities.

Analysis Project: Students will apply course concepts and principles by deconstructing some aspect of a music narrative through a critical lens. In the analysis, the student will display evidence of theoretical content, an academically-sound research base, and a critical assessment of the practice/behavior/product/activity chosen.

Illustrative Gender in Genre Poster: Students will choose a specific music genre and will create a brief synopsis describing not only the genre's constructs, but also a concise representation of some key counterhegemonic performer(s) tied to that specific genre. Through a formal research process of the chosen topic, the student will compile and create summative document to be shared amongst the course community as a whole.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Concealed Carry Notice

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [formal policy](#) and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Outline:

Note: The course outline is only a guideline. It is subject to change based on discussion, current events, or other such influences.

“Week” 1 (1/16-1/22)

- general course information and intro to eCollege
- core concepts of gender
 - [Aguilar](#) (for Jan 19)

Week 2 (1/23-1/29)

- memoir: fan of hard rock/metal music (male authorship)
 - Springsteen excerpts (for Jan 24)
 - Klosterman (start – September 13, 1986 inclusive for Jan 26);

Week 3 (1/30-2/5)

- hard rock/metal fandom cont.:
 - Klosterman (February 1, 1987 – July 20, 1988 inclusive for Jan 31; October 15, 1988- September 23, 1989 inclusive for Feb 2)

Week 4 (2/6-2/12)

- hard rock/metal fandom cont.:
 - Klosterman (September 10, 1990 – end for Feb 7)
- memoir: fan of hard rock/metal music (female authorship)
 - Dawes (Intro, Chapters 1-2 for Feb 9)

Week 5 (2/13-2/19) (* no in-person session Thursday, February 16)

- fandom cont.
 - Dawes (Chapters 3 and 4 for Feb 14; Chapters 5 and 6 for Feb 16)

Week 6 (2/20-2/26)

- fandom cont.:
 - Dawes (Chapters 7, 8 and epilogue for Feb 21)
- oral history: punk
 - McNeil & McCain (prologue, Part 1 for Feb 23)
- **Gender Scrapbook due 2/24**

Week 7 (2/27-3/5)

- oral history: punk cont.
 - McNeil and McCain (Part 2 and 3 for Feb 28; Part 4 and 5 for March 2)

Week 8 (3/6-3/19) (*includes spring break week)

- oral history: punk cont.
 - McNeil and McCain (Epilogue for March 7)
- retrospective/history: riot grl
 - Marcus (Chapters 1-3 for March 9)

Week 9 (3/20-3/26)

- retrospective/history: riot grl cont.
 - Marcus (Chapters 4-6 for March 21; Chapters 7-10 for March 23)

Week 10 (3/27-4/2)

- riot grrl cont.
 - Marcus (Chapter 11-epilogue) for March 28
- journalism: resistances
 - [Montgomery](#) for March 30
 - [Davidson](#) for March 30

Week 11 (4/3-4/9)

- journalism/academia: constructing the body
 - Scofield for April 4
 - [Petrusich](#) for April 6

Week 12 (4/10-4/16) (* no in-person session Thursday, April 13)

- film: background singers
 - *20 Feet to Stardom* to be viewed before April 11
- **Annotated Bibliography Project due April 14**

Week 13 (4/17-4/23)

- critique: audiences and consumptions
 - Wilson for April 18
 - [Seabrook](#) for April 18
 - [Käng](#) for April 20

Week 14 (4/24-4/30)

- catching up/metanarratives
- readings:
 - TBA/none
- **Illustrative Gender in Genre Poster due April 28**

"Week" 15 (5/1-5/5)

- tying things back together and sharing our discoveries
- readings:
 - TBA/none

Finals Week (5/6-5/12)

- **Analysis Project due May 9 at 12:30 PM**

final grades available via MyLeo on Tuesday, May 16

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsert)
http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsert

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)
<https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx). <http://www.tamuc.edu/myleo.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location.


<http://www.tamuc.edu/admissions/onestopshop/>

Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing academic resources to help you achieve academic success.
<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE MOBILE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LEARNINGSTUDIO NOTIFICATIONS

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.