

**LIBS 497/GDRS 425**  
**Voices in Long Playing Form: Women's Voices / Gender, Culture, Society**  
**Texas A&M University - Commerce – Fall 2021**  
Mon/Wed/Fri 200-2:50 (203 David Talbot Hall)

**Instructor:** Dr. Brad Klypchak

Office: 221 Talbot Hall

Email: [Brad.Klypchak@tamuc.edu](mailto:Brad.Klypchak@tamuc.edu)

Office Hours: MW 3:00-4:00, Tues 12:30 – 2:30 or by appointment  
(Zoom meetings welcomed)

**Course Description:** The course examines record albums via contextual deep dives delving into each album as an artwork (sonically and lyrically), as a reflection of its moment in time historically, politically, and socioculturally, and as to its role in rock/pop music influence and legacy. This, in turn, becomes a point of departure about women's narratives on the lives they embody and the critical consideration of those environments from which they authored those narratives.

**Course Objectives:**

1. To encounter and engage in readings from a variety of narrative styles as a means for generating synthesis, analysis and communication of critical thought
2. To apply the principles of interdisciplinary scholarship by reflectively and informatively examining albums by female artists and their cultural imprint on societal, historical, and social happenings
3. To prompt awareness and application of course content to personal self-reflection and expression

**Evaluation:**

|                               |     |
|-------------------------------|-----|
| Reflective Short Papers:      | 25% |
| Biography Project:            | 20% |
| Album Analysis Project:       | 20% |
| Reflective Essay:             | 20% |
| Participation and Engagement: | 15% |

**Grading System:**

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

Though I am a believer in the philosophies of ungradedness, some versions of grading still exist. That stated, I am also a believer in the intrinsic pursuit of knowledge and discovery. If you join in that pursuit, there should be no worries or concerns of final grades. 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.

**Covid 19 Considerations**

Please note that as of the writing of this syllabus, per university direction, this is planned to be an entirely face-to-face class with no scheduled virtual attendance option. Students, faculty, and staff are strongly encouraged to get vaccinated, wear a mask in public indoor settings, and wash hands frequently. These actions can reduce the spread of COVID-19. Review the whole of the university's Fall 2021 [COVID-19 Management and Guidance Plan](#) thoroughly and be prepared to strictly adhere to it.

## **Brief Assignment Explanations:**

**Reflective Short Papers:** At three points in the semester, students will reflect on the course as a whole as informed through course content.

**Biography Project:** Students will select from a series of artists not formally covered within the course and familiarize themselves with both the artist's musical history as well as to their significance as a feminist voice. This will be conveyed through the creation of a shareable biography.

**Album Analysis Project:** Students will apply course concepts and principles by replicating the process of a listening and contextual analysis for an album as conducted in the course. In this instance, the student will choose the album and highlight the points of artistic and/or contextual significance.

**Reflective Review:** Students will reflect on the course as a whole via a personalized consideration of the whole of the portfolio generated across the term.

**Participation and Engagement:** Whether in the classroom or online, students are expected to dialogue in a way that provokes, clarifies, challenges, and enlightens the course community. In these communications, the concepts of a liberal studies approach to higher education will be practiced and varying interpretations, particularly in relation to the course readings, will be shared.

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.

## **Readings and Albums**

All course readings and albums will be available via D2L Brightspace.

All listenings should be completed prior the Monday's class session. Typically, readings are to be read for the Wednesday's session. This material will be needed for vibrant and informed 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 may 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.

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 D2L Brightspace dropbox no later than the formal due date. Any work turned in after due dates may incur a penalty respective of its relative degree of tardiness (to a point of no credit whatsoever). Given conditions of the Covid 19 pandemic, considerable flexibility in applying this will be enacted. 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.

### **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 albums as narratives is intended for collegiate/adult maturities and some of the examples encountered in the course will comprise aspects of these contents.

### **Student Conduct**

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 Guidebook](#) describes as Civility in the Classroom. Additionally, all students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Policies and Procedures, Conduct, pg. 35-45).

### **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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@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 [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

# TECHNOLOGY REQUIREMENTS

## LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## Course Outline:

Note: The course outline is only a guideline. It is subject to change based on discussion, current events, or other such influences. Additionally, there is considerable fluidity to when reading assignments will occur. These will be updated in class and through D2L announcements.

### Week 1 (8/30-9/5)

- general course information
- general introduction to liberal studies, ungradedness, interdisciplinarity, and gender
- readings:
  - Blum
  - [Wamsley](#)

### Week 2 (9/6-9/12) \*no session September 6 - Labor Day

- Carole King - *Tapestry*
- readings:
  - Glass
  - [Nelson](#)

### Week 3 (9/13-9/19)

- Madonna – *The Immaculate Collection*
- readings:
  - TBA
- **First reflective paper due Sept 19**

### Week 4 (9/20-9/26)

- Indigo Girls – *Closer to Fine*
- readings:
  - TBA

### Week 5 (9/27-10/3)

- Alanis Morissette – *Jagged Little Pill*
- readings:
  - Broom (p51-61)

### Week 6 (10/4-10/10)

- Tori Amos – *Little Earthquakes*
- readings:
  - Farrugia & Gobatto
- **Second reflective paper due Oct 17**

### Week 7 (10/11-10/17)

- Liz Phair – *Exile in Guyville*
- readings:
  - TBA

### Week 8 (10/18-10/24)

- Salt n Pepa – *Very Necessary*
- readings:
  - Keyes

Week 9 (10/25-10/31)

- Lauren Hill – *The Miseducation of Lauren Hill*
- readings:
  - TBA
- **Third reflective paper due Oct 31**

Week 10 (11/1-11/7)

- Shania Twain – *Come on Over*
- readings:
  - Yahr

Week 11 (11/8-11/14)

- Sinead O'Connor – *I Do Not Want What I Have Not Got*
- readings:
  - TBA

Week 12 (11/15-11/21)

- Hole – *Live Through This*
- readings:
  - TBA
- **Biography Project due Nov 21**

Week 13 (11/22-11/28) \* Thanksgiving Break November 25-26

- Biography Project discussion
- readings:
  - no readings

Week 14 (11/29-12/5)

- The Chicks - *Gaslighter*
- readings:
  - TBA
- **Album Analysis Project Due Dec 5**

“Week” 15 (12/6-12/10)

- Reflections on listening
- readings:
  - no readings

Finals “Week” (12/11-12/17)

- **Reflective Review due Monday, December 13, 3:15 PM**

final grades available via MyLeo on Tuesday, December 21