

## COVID-19 Syllabus Revisions

\* [Online Quizzes](#) substitute for iClicker quizzes

\* [ZOOM Sessions \(on regularly scheduled class meeting times\)](#) are optional

\* Everything else in the syllabus/course announcements remains in effect

MUSI 207.01 Love Songs Through the Ages

Spring 2020

Instructor: Dr. Allen Howell (WVPAC 221)

Semester Hours: 3

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Office Hours:

MWF 2 pm, TTh 1:30 pm

And by appointment

Office: Winter Visual and Performing Arts Center Room 221

Course Description:

Exploration of sex positive themes in vocal music. Lecture, live and recorded musical demonstration, discussion and analysis. Offered in fall, spring (sometimes summer).

3.000 Credit hours

3.000 Lecture hours

Levels: Undergraduate

Schedule Types: Lecture

Humanities and Fine Arts Division

Music Department

Course Attributes:

200-level, HMFA Area 3.000 Credit hours

D (diversity) designation

Textbooks:

\*No textbooks will be required. Reading assignments are TBA

Materials:

iClicker2

Discussion Themes:

Love Songs Through the Ages - Sex Positive Themes in Vocal Music. Exploration of sex positive themes in vocal music. This course addresses diversity through a discussion of sex positivity and how this idea relates to feminism and topics within the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community; and with other related topics such as marriage, monogamy, courtship rituals, and the like. While this is a music course and thus provides specific information about how music achieves its expressive ends, it also provides a broad perspective on relevant human issues and how music not only reflects but also helps to transmit and to shape human values. The course will examine the historical and environmental factors that underlie differences in sexual mores; examine the potential global, regional, and/or local factors that underlie these differences; engage students in articulating their personal worldview through oral and written communication; foster information literacy as it relates to diversity; and provide an academic structure for students to engage with peoples of diverse sexual practices and beliefs. The culture of embracing (or at least accepting) alternative sexual mores is a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among other factors.

The following information helps to give shape to the framework of the course:

Carrie Jenkins, *What Love Is: And What It Could Be* (NY: Basic Books, 2017).

From *Untrue*, by Wednesday Martin (quoting Carrie Jenkins--see the Bibliography in the [Reading List](#) of this course): "If the history of popular culture in the last half century is anything to go by, questions about the nature of romantic love are very important" is how she [Jenkins] sums up the why of her book in its introduction, alluding to sex scandals (from Clinton to Mitterand), popular song lyrics ("I Want to Know What Love Is," "What Is This Thing Called Love?"), and shows like *The Affair*."

[\*What Love Is And What It Could Be\*](#) explores different disciplinary perspectives on love, in search of the bigger picture. It presents a "dual-nature" theory: romantic love is simultaneously both a biological phenomenon and a social construct. The deep motivation behind this work is that we have a collective responsibility to figure out romantic love. It is a formidable and potentially dangerous force, its power underwritten by its twin footholds in our biological natures and in our most treasured social practices. Often we pretend that it is incomprehensible and out of control, but this is a way of abdicating our responsibility to understand love and fix it when it's broken.

## Course Objectives

Students will:

- Articulate ideas clearly in spoken and in written communication
- Apply inferences or causalities to informal written works
- Progress in articulation of written ideas
- Initiate critical reasoning in developing theses/hypotheses and creatively applies prior learning/knowledge in devising appropriate forms of written communication
- Engage peoples of diverse beliefs and practices—encouraged through reading assignments and through reading and interacting with blogs and on other interactive web forums. Students will journal their discoveries.
- *The United States National Forum on Information Literacy defines information literacy as “... the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.”* To that end, students will utilize information literacy strategies as they take positions in class discussions, make their opinions known, and then seek information to back up those opinions. Students will identify, analyze, and apply scholarship to their experience and knowledge as they use oral communication skills in class discussions and written communication in their blog entries and in their other writing assignments.

## Instructional Methods and Activities

- Reading assignments, journals, and class discussions. Individual exploration of music and cultures.
- Students will participate in the areas of writing and discussion to demonstrate their understanding of human values and how music reflects, transmits, and shapes those values. Students may choose to participate in forums on D2L.

## Grading Areas

I. Writing Projects 20%

II. Discussion in class and in other forums (only actions that disrupt/hinder other students will affect grade)

III. Quizzes 80%

IV. Student Presentations (Extra Credit)

## Letter Grades

Grade Description Quality Point Value

A 4.0

A- 3.7

B+ 3.3

B 3.0  
B- 2.7  
C+ 2.3  
C 2.0  
C- 1.7  
D+ 1.3  
D 1.0  
D- 0.7  
F 0.0  
I Incomplete  
P Pass  
S Satisfactory  
U Unsatisfactory  
W Withdrew  
AU Audit  
X Proficiency in Progress  
Z No Adequate Evaluation for Grading 0.0

#### Letter Grade Percentage Points

A 100 – 93  
A- 92.9 – 90  
B+ 89.9 – 87  
B 86.9 – 83  
B- 82.9 – 80  
C+ 79.9 – 77  
C 76.9 – 73  
C- 72.9 – 70  
D+ 69.9 – 67  
D 66.9 – 63  
D- 62.9 – 60  
F Below 60

Writing projects will include biweekly journal entries to be submitted using the assignments feature on D2L—students briefly discuss some aspect of class discussion or a related topic. Infrequently, topics will be assigned in class. Journal entries should not be class notes but rather brief diary-type entries. Please provide at least 4-6 sentences. Journal entries must be submitted before midnight every other Saturday on D2L to be accepted. Although quotations are allowed, your journals must contain at least 4-6 sentences of your own original thinking (do not plagiarize). You may now enter your text directly. File uploads are not necessary.

Discussions will occur in class, on D2L, and possibly in other web forums. Regarding disruptive students: there is a place on D2L to report [disruptive students](#). There are many ways, subtle and not-so-subtle to disrupt learning. When reporting disruptions, please be as specific as possible and include as much of the following information as possible: disruptive student's (a) name, (b) seat location, (c) and a detailed description of the student's disruptive behavior. Two key areas of disruption that I'd like to focus on this semester are (a) coming in late and (b) making hurtful comments/facial expressions/body language when another student's song choice is being played in class.

Quizzes will be taken during class on most class days. Quizzes will not be repeated for any reason. The lowest three scores quiz scores will be thrown out. If a student is suspected of cheating during a quiz, the least that will happen is that the student will be asked to leave the room until the quiz is over. If there is certainty that a student has cheated, the student will fail the course. When taking a quiz, the most appropriate place to be looking is toward the front of the room at the printed questions. Any conversations during a quiz should happen only between a student and the instructor and should not reveal test answers to other students. Disruptive students will not be allowed to take quizzes (if they do take a quiz, there is a possibility that their quiz grade will be entered as absent if they are disruptive).

Extra credit submissions will be used in class as time allows. These may be submitted under Communication/Discussions/Extra Credit. Only submit streaming recordings/videos (with web links) or PowerPoints/Google Slides. PowerPoints/Google Slides need not be more than a few slides and should include 2-3 songs.

Attendance—Three quizzes are dropped for free so you will probably never need to tell me why you need to miss class (other than just to have a friendly conversation-- and yes, I am interested and I love chatting with my students). If you miss more than three quizzes, it will begin to affect your grade unless, of course, the absence is an excused absence according to university policy. Please keep in mind regarding attendance that it is fine to make an appointment to speak to me in my office or to call me during my office hours. This is my policy for excused absences: If you end up missing more than three quizzes (the lowest three are dropped automatically) and can bring in an excuse for all three absences plus the extra absences you would like me to excuse, I will allow you to make up the extra quizzes for those extra (beyond three) absences as well. If you have three or fewer absences, your grade will not be affected and you do not need to show me any written excuses. Remember, if you need me to excuse [give a make-up exam for] one absence (beyond three), you will need documentation for four absences. It is your responsibility to keep track of your own

records and show me everything at once. I will not keep records of your excuse documents.

Make-Up Quizzes are for those who have 4 or more documented (in writing) university sanctioned absences. If you have not requested to take make-up exams (and shown the written excuses) on or before the last day of classes, you will not be allowed to take make-up exams. If you have not completed the make-up exams before the day of the scheduled final exam, you will not be allowed to take make-up exams.

Note—All assignments must be submitted on D2L.

Course Calendar ([Finals Schedule](#)): TBA

NOTE: This course may include adult themes and content. Not only will the recordings and other materials potentially include adult themes (including potentially offensive language), but, additionally, the conversations/discussions held in class about the music and about the encompassing culture also likely will contain potentially offensive language. If you are likely to be offended by such themes, content, and language, you are advised to drop this course during the add/drop period.

NOTE: If you need special accommodation in testing or presentation of class materials, please contact the instructor during the first week of classes to file a written request for a reasonable accommodation plan. Course requirements will not be waived but accommodations may be made to assist you to meet the requirements, provided you are timely in working with the instructor to develop a reasonable accommodation plan.

NOTE: If you need special accommodation regarding the observance of a religious holiday or holidays, please contact the instructor during the first week of classes to file a written request for a reasonable accommodation plan. Course requirements will not be waived but accommodations may be made to assist you to meet the requirements, provided you are timely in working with the instructor to develop a reasonable accommodation plan.

NOTE: Cheating is prohibited. Any acts of cheating or plagiarism will result in failure of the course. The disruption or prevention of the peaceful and orderly conduct of classes, lectures, and other University functions is prohibited. Disruptive students will be requested to leave class and will be counted absent. Please refer to the University Policy Manual at <http://www.millersville.edu/judicialaffairs>.

NOTE: Only work that has been evaluated by me will be used in grade calculation. I am the instructor of record for this class. Only the instructor of record can properly grade coursework and issue grades.

CAVEAT: The above schedule and procedures are subject to change in the event of severe weather or other extenuating circumstances.

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at [www.millersville.edu/titleix](http://www.millersville.edu/titleix)

For questions about Title IX, please contact Elizabeth Swantek, Title IX Coordinator, at [Elizabeth.Swantek@millersville.edu](mailto:Elizabeth.Swantek@millersville.edu) or 717-871-4100, or the Deputy Title IX Coordinator responsible for complaints involving employees, Ms. Diane Copenhaver, at [Diane.Copenhaver@millersville.edu](mailto:Diane.Copenhaver@millersville.edu) or 717-871-4950.

*As an academic community, Millersville University is committed to maintaining a campus environment that fosters the free exchange of diverse ideas and allows individuals to express their viewpoints in a variety of ways. The University understands the value that diversity brings to the educational experience and to the life of our campus. Our goal is to create an environment that is characterized by racial/ethnic diversity, intellectual diversity, cultural diversity, religious and spiritual diversity, and economic diversity. <http://www.millersville.edu/saem/student-resources/free-speech-issues.php>*