

New Course Proposal

Submit completed form electronically

1. Course prefix and course number: MUS 208
2. Course title: Hip Hop Revolution: Rap Music and Culture in Contemporary America
3. Abbreviated title for class schedule (30 characters or less): Hip Hop Revolution
4. Credit hours: 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. Catalog description: Surveys the development of hip hop from its earliest years on the streets of the Bronx to the present day's internet phenomena. Topics will include the evolution of the music, fashion, art, technology, politics, and racial and gender issues that made hip hop one of the most influential art forms of the last century.
6. Prerequisites (to add each additional prerequisite, start a new line):
(See attached Note for samples)
 - A. (course prefix, (space) and number) N/A or or or
 - B. (course prefix, (space) and number) N/A or or or
 - C. (course prefix, (space) and number) N/A or or or
7. Co-requisites (including labs, if any):
 - A. (course prefix, (space) and number) N/A or or or
8. Major/Class restrictions: Please indicate any class or major restrictions: N/A
9. Is course repeatable? No
10. Labs requirements: If course includes a lab: # of hours lecture: N/A ; # of hours lab: N/A
11. Fees: List any course fees:
12. Grade Mode: Graded only: X Pass/No Pass only: Option:
13. CIP Code: Six-digit CIP code (check with your Division Director): 50.0901
14. Special qualifications; Is course proposed for (yes/no):
 - A. University Studies? YES If yes, list Strand(s): E and F
 - B. Honors? N/A

15. Cross-listing: List any cross-listing: N/A and and and

16. Strategic justification for proposed course: See additional attachments for each stand

A. **Rationale:** What is the overall strategic rationale for offering this course?

The SOU Music Department strives to offer a wide variety of engaging courses that give students the opportunity to immerse themselves in the many facets of music history. Hip hop studies have begun to become commonplace in modern academia with major universities offering courses and degrees in the field. We are seeking to create a course of study in hip hop which will include a deep analysis of the music, but also include aspects of hip hop fashion, art, dance, race and gender. With this addition, the SOU Music Department's courses will cover a wider scope of music history and bring the department more in step with our fellow colleges and universities.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

The mission of the Music program at Southern Oregon University is to develop students' creative and technical abilities in ways to prepare them to perform, teach, create, and support music making in their communities throughout the world. MUS 208 would broaden the scope of our student's preparation by fully exploring a musical culture and art form that has proven to be incredibly influential in modern musical history.

2. How does the course fit into the rest of the unit's curriculum?

This course functions as a natural extension of the existing curriculum. Currently, courses are offered that specialize in music from its earliest notation through modern day Rock and Roll. MUS 208 would cover an additional branch of music's evolution that has become hugely important in the history of Western music.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 80 ; Year 2 80 ; Year 3 80

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

a. Who will teach the course? Existing Faculty

b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course can be covered with existing faculty and availability

- c. If additional faculty members are needed, how will that need be met?
Hiring Bryan Jeffs Full-Time

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. N/A

3. *Other*:

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes, though additions can always be made
- b. Are any other resources needed to support this course? N/A
If so, please explain how they will be obtained. N/A

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university?

At present, music will be the only program offering a course in hip hop, so there is no other academic program that will be impacted

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? N/A

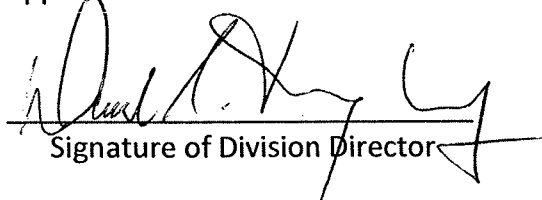
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:


Signature of Division Director

11-7-17
Date

MUS 208 – Hip Hop Revolution
Course Syllabus – Condensed Version

A. Course Description

Surveys the development of hip hop from its earliest years on the streets of the Bronx to the present day's internet phenomena. Topics will include the evolution of the music, fashion, art, technology, politics, and racial and gender issues that made hip hop one of the most influential art forms of the last century.

B. Course Objectives

- Know the cultural, social, political and economic history behind the music associated with hip hop.
- Demonstrate mastery of the core fundamentals, processes, elements, forms and styles of the music.
- Collaborate on research.
- Synthesize musical learning by actively thinking, speaking, and writing clearly about musical ideas and understanding their views.
- Understand how the reception of hip hop influences individuals, cultures and societies.
- Understand connections between individuals and social, economic and/or political institutions.
- Analyze and evaluate contemporary issues and problems from social and political perspectives and their relationship to hip hop.

C. Required Texts and Materials

- Audio and video clips will be used extensively to support the assigned readings. It is critical that students have access to high speed internet to experience the media in support of the course.
- Recommended: Spotify, Apple Music, Pandora, or other music streaming service.

D. Course Format

- Class will meet twice weekly in the assigned classroom. Each meeting will be 1 hour and 50 minutes long and students are expected to be on time and stay for the duration of the class.
- Students will be evaluated based on a series of quizzes, in-class discussions and weekly writing and listening assignments.

Sample Course Outline (abbreviated):

- 1) Source material for early hip hop
 - a) Funk, rock, jazz, etc...
- 2) The social atmosphere that created hip hop
 - a) South Bronx
- 3) Early Artists
 - a) DJ Kool Herc
 - b) Afrika Bambaataa
 - i) Zulu Nation
 - c) Grandmaster Flash
 - i) The Furious Five
 - d) Blondie's "Rapture"
- 4) Early musical innovations
 - a) Technology
 - i) Turntables, mixers, stereo systems, etc...
 - b) Music
 - i) Beats, looping, sampling, vinyl, etc...
- 5) Early hip hop art
 - a) Graffiti
 - b) Fab 5 Freddy
 - c) Lee Quinones
- 6) Hip hop fashion
 - a) Sneakers
 - b) Designers
 - c) Further evolution
- 7) Hip hop dance
 - a) B-boying/b-girling
 - b) Breakdancing
 - c) Further evolution
- 8) Innovation in Rapping
 - a) Jamaican-style "toasting"
 - b) MCing
 - c) Poetry in lyrics
 - i) Patterns
 - ii) Linguistics
 - d) Subject matter
 - i) Boasting
 - ii) Social activism
 - iii) Crowd engagement
- 9) Breakthrough Artists
 - a) Sugarhill Gang
 - b) Kool Moe Dee

- c) Kurtis Blow
- d) Doug E. Fresh and Slick Rick
- 10) New School of hip hop
 - a) Run D.M.C., LL Cool J, The Beastie Boys
 - b) Subject matter
 - c) Fashion, Art, Dance
- 11) Social Commentary
 - a) Political
 - i) "The Message"
 - ii) Public Enemy
 - iii) Racism and social injustice
 - b) Gangsta
 - i) N.W.A
 - ii) Ice-T
 - iii) Poverty, violence and social awareness
- 12) Hip hop culture in the 90's
 - a) East Coast v. West Coast
 - i) Biggie and Tupac
 - b) G-funk
 - i) Dr. Dre, Snoop Dogg
 - c) Jazz rap
 - d) Hardcore rap
 - i) Wu-Tang Clan
- 13) Recent Trends
 - a) Further technological innovations
 - i) Rise of the DIY artist
 - b) Modern styles and offshoots
 - i) Jay-Z, Kanye West, Eminem
 - c) Hip hop's relationship to current events
 - d) Current hit artists

Support for Exploration Course E - Humanities

Course number and title: MUS 208: Hip Hop Revolution

Instructor(s) name(s): Jeffs, Purslow, Longshore

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▪ Course frequency: 1-2 times per year ▪ Next term/year scheduled: Fall 2018

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1. Course Design

For a class to qualify as an Explorations Course, at least one goal must be considered a “primary focus” of the class, with all proficiencies clearly present in the assignments and design of the course. An “addressed goal” will have proficiencies that students will be exposed to during the term but may not have specific emphasis. Please indicate which goal(s) are of primary focus, and which ones are addressed. For each primary goal briefly explain what students will do to demonstrate their understanding of that goal and/or proficiency.

E. Humanities

Recognize human accomplishments in the arts and humanities and understand their role in clarifying individual and social values.

SOU defines study in the arts and humanities as focusing on intellectual and cultural expression approached through historical, cultural, and aesthetic investigations and interpretations.

Goal 1. Understand basic formal elements, principles, and composition structures in written, oral, visual, or performed texts, works, and/or artifacts.

X Primary __ Addressed

Proficiencies: Students will be able to

- Describe how technical, organizational, and aesthetic elements in human expression reflect ideas and emotions.
- Classify and compare intellectual and artistic endeavors according to recognized criteria and genres.
- Understand how differences in form affect meaning.

This course was designed to meet one of the music program’s outcomes: to demonstrate master of the core fundamentals, processes, elements, forms, structures, and styles of music. Although the course is introductory, the course surveys the development of hip hop from its earliest years on the streets of the Bronx to the present day’s internet phenomena. Topics will include the evolution of the music, fashion, art, technology, politics, and racial and gender issues that made hip hop one of the most influential art forms of the last century.

Artists from the 1970's to the present day will be compared and contrasted as students actively synthesize their musical learning by actively thinking, speaking, and writing clearly and effectively about artists, music trends, and musical ideas.

Goal 2. Understand how cultural and historical factors impact the creation of written, oral, visual, or performed texts, works, and/or artifacts.

X Primary __Addressed

Proficiencies: Students will be able to

- a. Compare works from different time periods and cultures.
- b. Demonstrate how cultural and historical forces influence a creative process.
- c. Analyze individuals' creative processes within a specific art and/or discipline.

This is an introductory course in popular music history. The course aligns with a primary mission of SOU Music's program: to engage students for life-long enjoyment of music. This course surveys hip hop music and students explore the cultural conditions (stereotypes, racism, poverty, gender equality) and how those conditions manifested in hip hop music of the time.

Goal 3. Understand how the reception of texts, works, and/or artifacts influences individuals, cultures, and societies.

X Primary __Addressed

Proficiencies: Students will be able to

- a. Explain how individuals respond differently to intellectual and artistic endeavors.
- b. Recognize and explain how intellectual and artistic endeavors influence cultural and societal assumptions and values.
- c. Recognize and explain how intellectual and artistic endeavors change culture and society.

2. Assessing Student Progress in Designated Primary Goal(s)

What tasks (activity, assignment) give the students the opportunity to display the proficiencies in the primary goal(s)? Examples could be testing, papers, presentations, team projects, or specific oral or written assignments.

There are two music program outcomes that inform the nature of student assessment in this course. First, students will be able to collaborate on matters of musical interpretation. To meet this outcome, students will be assessed on their engagement and quality of work on team-based research projects. Second, students will be able to synthesize musical learning by actively thinking, speaking, and writing clearly and effectively about musical ideas and defending their views. Students will be assessed through individual research projects and Socratic questioning incorporated into all class lectures. Quizzes will be included as way to measure mastery of the core fundamentals of rock music history.

3. Presence of Foundational strands:

Briefly describe how this course gives students the opportunity to use their skills in these areas:

- a.) **Communication - Communicate effectively in various ways: written, oral, and visual.**

Students will be required to present their research findings in groups and individually. Some projects will be presented as academic posters and others as videos. Students will be required to write papers documenting their research processes and findings.

b.) Critical Thinking - Use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.

Critical thinking is embedded in all lectures through Socratic questioning. Students demonstrate the ability to think critically in conducting the research for their various projects.

b.) Information Literacy - Access and use information resources effectively and ethically.

Students will be expected to use appropriate internet sources to support their research. Students will learn, through their individual and team research projects, which sources are reliable (for example, why Rolling Stone is a better source than Wikipedia). Students will also use resources available in the Hannon Library.

d.) Quantitative Reasoning - Effectively formulate and use mathematical models and procedures to address abstract and applied problems.

Not applicable.

Support for Explorations Course F- Social Science

Course number and title: MUS 208: Hip Hop Revolution

Instructor(s) name(s): Jeffs, Purslow, Longshore

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▪ Course frequency: 1-2 times per year ▪ Next term/year scheduled: Fall 2018

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1. Course Design

For a class to qualify as an Explorations Course, at least one goal must be considered a "primary focus" of the class, with all proficiencies clearly present in the assignments and design of the course. An "addressed goal" will have proficiencies that students will be exposed to during the term but may not have specific emphasis. Please indicate which goal(s) are of primary focus, and which ones are addressed. For each primary goal briefly explain what students will do to demonstrate their understanding of that goal and/or proficiency.

F. Social Science

Understand fundamental concepts of social science and the interconnections among social institutions, values, individuals, and groups.

SOU defines Social Science as those disciplines that examine how individuals, groups, institutions, and societies behave and interact with one another and their environments. They provide students with the tools to analyze social, political, or economic institutions (such as families, communities, or governments), and to examine society issues and problems at individual, cultural, national, or global levels.

Goal 1. Understand connections between individuals and social, economic, and/or political institutions.

X Primary ___ Addressed

Proficiencies: Students will be able to

- a. Identify impact of social, economic, and/or political institutions on individuals.
- b. Analyze social, economic, and/or political institutions, using discipline-based contexts or approaches.

This is an introductory course in popular music history. The course aligns with a primary mission of SOU Music's program: to engage students for life-long enjoyment of music. Music history is reflective of social, economic, and political conditions and cannot be adequately studied without an understanding of the conditions which substantively inform popular music. Students will investigate and learn the impact of social, economic, and political institutions using music as the context. The music faculty do not believe that one can adequately study music history without exploring the social, economic, and political context that informed the music itself. This course surveys the

development of hip hop from its earliest years on the streets of the Bronx to the present day's internet phenomena. Topics will include the evolution of the music, fashion, art, technology, politics, and racial and gender issues that made hip hop one of the most influential art forms of the last century.

Goal 2. Understand the interactions of and the relationships between natural and social environments and resources.

X Primary Addressed

Proficiencies: Students will be able to

- a. Analyze reciprocal influences among political, economic, and/or social developments.
- b. Identify and evaluate the impact of one's own actions in a societal context.

Goal 3. Apply social science perspectives to past and contemporary issues.

X Primary Addressed

Proficiencies: Students will be able to

- a. Analyze and evaluate past episodes using discipline-based methodologies.
- b. Analyze and evaluate contemporary issues and problems from social, economic, and/or political perspectives.

2. Assessing Student Progress in Designated Primary Goal(s)

What tasks (activity, assignment) give the students the opportunity to display the proficiencies in the primary goal(s)? Examples could be testing, papers, presentations, team projects, or specific oral or written assignments.

There are two music program outcomes that inform the nature of student assessment in this course. First, students will be able to collaborate on matters of musical interpretation. To meet this outcome, students will be assessed on their engagement and quality of work on team-based research projects. Second, students will be able to synthesize musical learning by actively thinking, speaking, and writing clearly and effectively about musical ideas and defending their views. Students will be assessed through individual research projects and Socratic questioning incorporated into all class lectures. Quizzes will cover musical and social, political, and economic issues.

3. Presence of Foundational strands:

Briefly describe how this course gives students the opportunity to use their skills in these areas:

a.) Communication - Communicate effectively in various ways: written, oral, and visual.

Students will be required to present their research findings in groups and individually. Some projects will be presented as academic posters and others as videos. Students will be required to write papers documenting their research processes and findings.

b.) Critical Thinking - Use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.

Critical thinking is embedded in all lectures through Socratic questioning. Students demonstrate the ability to think critically in conducting the research for their various projects.

c.) Information Literacy - Access and use information resources effectively and ethically.

Students will be expected to use appropriate internet sources to support their research. Students will learn, through their individual and team research projects, which sources are reliable (for example, why Rolling Stone is a better source than Wikipedia). Students will also use resources available in the Hannon Library.

d.) Quantitative Reasoning - Effectively formulate and use mathematical models and procedures to address abstract and applied problems.

Not applicable.

Chair/Program Director

date