

# Honors Seminar: The Power of Black Music in American: Its History, Language, and Culture From the Past Until Today

IDH3034-SECTION

FALL 2021



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<b>Office Hours:</b>	By appointment, via ZOOM.	<b>E-mail:</b>	<a href="mailto:trsander@fiu.edu">trsander@fiu.edu</a>

**Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.**

## Course Description

**This course is designed as both a Global Learning and an interdisciplinary course.** In this course, we will examine the power of Black music and how it has shaped Black History in the past and today. This course will serve as a general introduction to the pivotal events of Black History and the influences that Black music had throughout history. **The global perspective of the course** through the course lectures, required readings and discussions, students will acquire a better understanding of the historical development of Black music and social construction and the influence of Black America. In addition, it will also allow students to explore what African Americans have thought about themselves within the fabric of American society; how they have evolved as a community with a distinct culture from slavery to the twenty-first century, and where they may be going as a people.

## Course Objectives (CLO)

Upon successful completion of this course, students will be able to:

- CLO1 Examine the ways in which music has informed and reflected African American history and culture
- CLO2 Discuss the ethical implications of race, ethnicity, gender, and class on the production and consumption of popular music in the United States
- CLO3 Compare and distinguish the music of African Americans, regarding information about music, its literature, styles, forms, and vocabulary presented through recordings, lectures, video, text, and live performances
- CLO 4 Identify the several genres and many styles of music that, when taken together, define African American music.
- CLO 5 Compose a song that adheres to the conventions of a genre within the scope of Black music.

## Global Learning Outcomes (GL)

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

## Communication To/From Students

- The pandemic has brought with it a great deal of uncertainty. Since we can't predict how the situation will change, it is important that we remain flexible and adaptable as circumstances evolve. I will keep everyone informed if/when changes to the course are needed.
  - Please keep in mind that some assignments may no longer be possible, some expectations may no longer be reasonable, and some objectives may no longer be valuable.

- I value frequent, open, honest communication with students. We will employ email, Canvas messaging, and as permitted, texts and group-chats to communicate with each other. All communication will remain appropriate, attuned to the needs of this course and your learning, and respect your privacy. If and when you choose to initiate contact with me, I will do my best to respond within 24 hours; please be patient with me, however, as I will be with you!
- I will also be posting announcements in our Canvas course when necessary (or every week). I will be happy to see you during my “Office Hours” or by appointment. Since we are operating in a virtual environment, meetings with you outside of class will occur via various electronic modes, such as phone calls or Zoom meetings.
- Since the preferred method of communication in the course is FIU email (or Canvas email), please let me know if you have any trouble accessing your FIU email account. I will do my best to respond to questions within 24-48 hours.
- If you have any questions about anything related to our course materials or requirements, please reach out to me as early as possible so that I can address your concerns and assist you through whatever situation you have.
  - If you have any lingering questions after one of our virtual class meetings, I encourage you to reach out to me, the teaching assistant(s), or the learning assistant(s).
- Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

## Student Success in Fully Online Courses

- You will find that many of the strategies that can make you successful in a face-to-face class will also make you successful in a [insert modality] setting (e.g., proper time management, spending time studying, asking questions, and engaging in the class discussions).
- For many people taking notes during the class helps with focus and engagement. However, it is important to know what works best for you.
  - I will make my PowerPoints available each week in Canvas so that you don’t feel pressured to write down everything on the slides.
- You may want to form your own study group. Take advantage of whatever tools and resources you have available in order to facilitate working with others on group projects (e.g., Zoom, Canvas groups, WhatsApp, and Google Drive). Working through questions and concepts together is an important part of learning.
- Find/establish a dedicated quiet space where you can study or work from. The university can provide you with resources if you have trouble with internet connectivity or getting access to a computer.
  - Please check out the following links for tips [for creating a learning environment](#) or [managing your time while learning remotely](#).

- To avoid the natural human tendency to procrastinate, especially during these overwhelming times, it's important to organize your time and set deadlines. If you find yourself struggling to keep up with course requirements, I'm happy to help you brainstorm a plan for getting you back on track. Everybody needs support and understanding in this unprecedented moment.
- The global pandemic has changed our daily lives in unprecedented ways. It's understandable for us to experience fear and concern when facing immense change and adversity. To look for ways to cultivate calm and a clear perspective amidst the chaos, check out the Guide to Well-Being During Coronavirus from the University of California Berkeley's Greater Good Science Center.
  - Check out applications that include meditation, sleep, and movement exercises, such as Headspace.
  - If you are interested in seeking support from a mental health professional, please call FIU's Counseling & Psychological Services at 305-348-2277 (MMC) or 305-919-5305 (BBC).

***This course will also include optional Zoom sessions throughout the semester***

## Assignments

Assignment	Description	Type
*Podcast Assignment	Students will be able to create a framework to produce a new Podcast episode.	Group  (This assignment meets the college portfolio requirement)
Making the Band Assignment	Students will be able to compose an original song that adheres to the conventions of a genre within the scope of Black music.	Group or Individual
Reflection Papers	Students will reflect on the material covered in each module.	Individual
*Quizzes	Students will be assessed on the material covered in each module.	Individual (Must be taken during the scheduled time unless student makes arrangement with the professor at least two weeks prior)
Discussion Posts	Students will reflect on the material covered in each module.	Individual

**Late assignments** will be accepted; however, they will include a 5% deduction per day until the assignment is submitted. (This does Not include quizzes as these will not be accepted late)

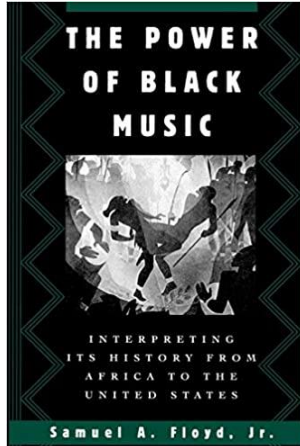
## Course Prerequisites

This course has a prerequisite(s): Admission to the Honors College

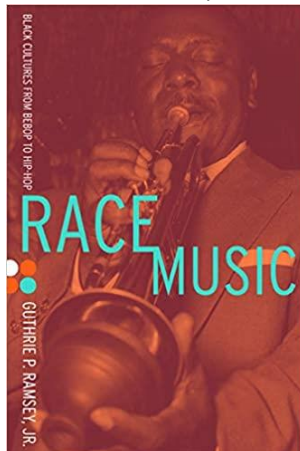
Review the [Course Catalog \(Links to an external site.\)](#) webpage for prerequisites information.

## Reading Material

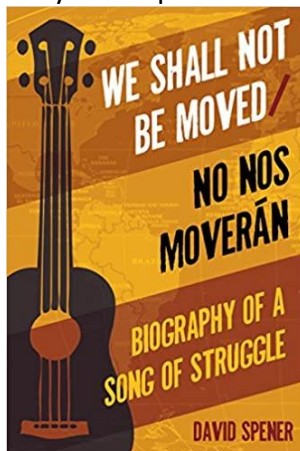
Floyd, S. (1995). *The power of Black music: interpreting its history from Africa to the United States*. (New York, 1995)



Ramsey, G. P. (2003). *Race music: Black cultures from bebop to hip-hop*. Berkeley: University of California Press, 2004.



Spener, David. *We Shall Not Be Moved: Biography of a Song of Struggle*. Philadelphia; Rome; Tokyo: Temple University Press, 2016.



## Grading

Letter	Range%	Letter	Range%	Letter	Range%
A	93 or above	B	84 - 80	C	69 - 60
A-	92 - 89	B-	79 - 75	D	49 - 59
B+	88 - 85	C+	74 - 70	F	44 or less

## University and Honors College Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)

You are expected to adhere to the Academic Integrity Policy of The Honors College and Florida International University.

### Religious Holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

### Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

### Honors College Policies and Requirements

### **Academic Misconduct Procedures and Policies**

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>

Please refer to the following documents for additional information: FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

### **Honors Engagement**

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. See: <http://honors.fiu.edu/current-students/citizenship/>

### **Community Service**

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. See: <http://honors.fiu.edu/current-students/community-service/>



## **Honors Education in the Arts (HEARTS)**

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

### **Resources:**

#### **Panthers Care & Counseling & Psychological Services**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

## **Course Calendar**

The course is outlined in Modules. Everything you need to read, watch and complete can be found there, in order. You can find specific due dates in the Course Summary below.

Some dates/times may be changed, if necessary, with advanced notice.

The instructor reserves the right to make content and schedule changes as deemed necessary and appropriate at any time during the academic semester.

## **Disability Notice**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#) (DRC), if you have not done so already