MUHL 1615 The City of Nashville and Its Music

Part of the “History and Civic Learning “Explorations” Category”

3 Credit Hours

INSTRUCTOR INFORMATION

Instructor: Joseph E. Morgan

Office Location: Jones 100

Office Phone: 605-904-8043

Office FAX: What’s a fax?

Email Address: Joseph E. Morgan

Office Hours: M,W 3-4 and Friday an hour after class and by appointment.

COURSE INFORMATION

Description

• The course studies the various populations and ethnic communities of Nashville, revealing connections between their origins, their music and place in the civic life of the city, as well as the way various city and state policies have impacted the presence and development of these communities and traditions.

Student Learning Outcomes (GenEd True Blue Core)

History and Civic Learning “Explorations” Category Outcome: Students will demonstrate civic learning by using knowledge, information, and understanding to comprehend civic identity and civic obligations in local and global contexts.

Objectives (Musical)

Describe the evolution of technology and the recording process
Develop an understanding of the vocabulary of Popular Music
Contextualize the music into the social and political history of Nashville
Learn to synthesize gained knowledge of specific musical genres and apply to other genres

**True Blue Outcome Rubric:**

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<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Diversity of Communities and Cultures</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Analyzes the issues and perspectives among varied communities. Analyzes what can be learned from this diversity across communities, locally and/or globally.</td>
<td>Identifies and describes the issues and perspectives among more than one community. Analyzes what can be learned from this diversity within communities, locally and/or globally.</td>
<td>Identifies and describes the issues and perspectives among at least one community. Has awareness of what can be learned from diversity of communities, locally and/or globally.</td>
<td>Expresses little recognition for diversity of perspectives in communities. Demonstrates little awareness of, or is indifferent or resistant to what can be learned from diversity of communities.</td>
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| **Analysis of Knowledge** | | | |
| Analyzes knowledge from a disciplinary perspective, making relevant, compelling connections to some of the following: civic life and identity, politics, government, workplace, and organizations. | Describes knowledge from a disciplinary perspective, making relevant connections to some of the following: civic life and identity, politics, government, workplace, and organizations. | Begins to connect knowledge from a disciplinary perspective, making relevant connections to at least one of the following: civic life and identity, politics, government, workplace, and organizations. | Begins to identify knowledge from a disciplinary perspective, and may intermittently connect knowledge with civic life and identity, politics, government, workplace, or organizations. |

| **Analysis of Civic Action** | | | |
| Analyzes how civic actions may impact individual(s) AND communities. | Describes how civic actions may impact individual(s) or communities. | Identifies how civic actions may impact individual(s) or communities. | Demonstrates little understanding of how civic actions may impact individual(s) or communities. |

**Topics Covered & Readings**

**Units:**

1) Medieval Nashville and those mounds

Bender, Albert. “Learn about and preserve Nashville’s rich Native American History/Opinion.” *The Tennessean*, 5/18/2022

Michael Moore et al. "One Hundred Years of Archaeology at Gordontown: A Fortified Mississippian Town in Middle Tennessee." *Southeastern Archaeology* 25(1) Summer, 2006.

Supplemental:

2) Post Contact

3) United Nations (immigrants of the 18th & 19th Century)

4) Civil War and the “Smokey Row” (Red Light District)

5) Fisk University, Spirituals, and the Jubilee Singers
“The Jubilee Singers Visit Girard College.” The Republican Banner February 5, 1873.

6) Blues, Floods, and the Convict Lease Program
“Midnight Show at the Bijou Theater featuring Bessie Smith” Nashville Banner, May 28, 1926 (and other clippings on Bessie Smith, posted on D2L)
“River May Go Two Feet Higher.” Nashville Banner, 12/27/1926.
Supplemental:

7) The Ryman, Opry, and the Honky Tonks on Broadway


Supplemental:


8) The Jefferson Street Sound, Resistance and Urban Planning


“Freedom Riders: The Fresh The Student Leader (Diane Nash)” “The Fresh Troops” and “Parchman Prison.” in American Experience, Public Broadcasting Service. [https://www.youtube.com/watch?v=_GtHNxrpyzY&ab_channel=AmericanExperience%7CPBS](https://www.youtube.com/watch?v=_GtHNxrpyzY&ab_channel=AmericanExperience%7CPBS)

9) The Nashville Sound and the Creation of Music Row


10) Symphony and Stewardship in Black Bottom (aka Sobro)


https://www.nashvillesymphony.org/media/12282/21-22_annualreport.pdf


11) Murder, Vice, and Musics Mix in Printer’s Alley
T. Blake Braddy. “#26 Skull’s Rainbow Room” *Music City Murder* Podcast 2/6/2023


12) Refugees (Kurdish and Ethiopian)

**General:**

“Tennessee Office for Refugees.” Catholic Charities, Diocese of Nashville:
[https://tnrefugees.org/index.php/cultural-info/](https://tnrefugees.org/index.php/cultural-info/)

“Biggest Sources of Immigrants to Nashville.” *Stacker*, April 21, 2022.

**Kurdish:**


**Ethiopian:**


**Coptic (Egyptian)**
Gawdat Wasseff. “St. Mina Coptic Church Nashville Hymns.” Soundcloud
https://soundcloud.com/gawdat-wassef

13) Latinx in Nashville
https://www.researchgate.net/publication/227547537_Toque_una_Ranchera_Por_Favor
population#nativity-by-place-of-birth
Cultural Studies, 9(2) May 2022.
17, 2006.
Alexander Sebastian Dent. “Cross-Cultural “Countries” : Covers, Conjuncture, and the Whiff of
Nashville in Música Sertaneja (Brazilian Commercial Country Music) Popular Music and
Society 28(2) pp. 207-227.

14) Women and Country (no readings, work on your final project)
   a) Dolly Parton
   b) Dixie Chicks
   c) Highwomen

15) The Center: Men and Country (no readings, work on your final project)
   a) Johnny Cash
   b) Garth Brooks
   c) Jason Isbell

Prerequisites and Co-requisites
None

COURSE MATERIALS
Required Textbooks
None, all are supplied on D2L

Supplementary Materials
None, but a free account on Spotify might be helpful.

ASSIGNMENTS:
“Written” Work
   • 1st paper (1000 words) review from a visit to one of Nashville’s Music Museums—worth 5%
   • 2nd paper: Powerpoint Presentation of a neighborhood walking tour demonstrating the origins,
     history and current identity of chosen neighborhood. (must be from Nashville and contain a
     musical component)—worth 10%.
• 3rd paper (5 pages): A grant proposal for a project fulfilling an artistic need in a neighborhood (must be related to music)—Worth 15%.

**Exams**
There will be a midterm and a final containing: Listening—sound, style, artist, instrument, form, and title recognition, as well as multiple choice, short answer and essays.

**Reading Quizzes**
There will be quizzes from time to time on assignments from outside of class. I will primarily assign these to incentivize reading, attendance, and participation in class.

**Participation**
Participation will be graded on your **constructive and positive participation** during those times that you are in attendance.

Extra-credit may be available (I’ll think of something) but only for those students who are trying and struggling to get the grade they want. If you miss a bunch of classes or slack off and fall behind in your work I will not wish to create extra-credit for you.

**ASSESSMENT AND GRADING**

**Grading Procedure**
Through written work and exams I will determine how well you have grasped the various outcomes listed above.

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<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Writing Assignments</td>
<td>30%</td>
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<td>Midterm</td>
<td>20%</td>
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<td>Final (Comprehensive of the whole semester)</td>
<td>25%</td>
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<td>Participation (attendance)</td>
<td>15%</td>
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Grading Criteria for student work:

- **A and A–**: Earned by work whose superior quality indicates a full mastery of the subject, and in the case of A, work of extraordinary distinction—extraordinary typically means that this work is one of the top 3 or 4 submissions in any class.
- **B+, B, and B–**: Earned by work that indicates a strong comprehension of the course material, a good command of the skills needed to work with the course materials, and the student’s full engagement with the course requirements and activities.
- **C+, C, and C–**: Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course materials, and that indicates that the student has met the basic requirements for completing assigned work and participating in class activities.
- **D+, D, and D–**: Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit.
- **F**: Earned by work that is unsatisfactory and unworthy of course credit. This grade may also be assigned to students who do not submit required work in courses from which they have not officially withdrawn by the withdrawal deadline. Zero or F grades are assigned to students for missing work. These grades are included in the calculation of the final grade.
• Performance grades. This is not a class that tests talent, artistry, etc. For performance aspects of this class I will grade you wholly on effort alone.

As usual: A = 90-100; B= 80-89; C= 70-79; D= 60-69…. “-“ ends at the -2 and “+” begins at the -8

Incomplete Grades
Incomplete grades are given rarely and only in extenuating circumstances. Page 56 of the MTSU Undergraduate Catalog states: “The grade I indicates that the student has not completed all course requirements because of illness or other uncontrollable circumstances, especially those which occur toward the end of the term. Mere failure to make up work or turn in required work on time does not provide the basis for the grade of “I” unless extenuating circumstances noted above are present for reasons acceptable to the instructor.” Please refer to the Undergraduate catalog for the complete Incomplete Grade Policy.

Feedback
• Feedback will be given as soon as possible, 3 days (over the weekend) max.
• Assignments must be submitted to the Dropbox and will not be accepted via email.
• Assignment deadlines are in the Dropbox and on the calendar in D2L (check there before emailing me)

PARTICIPATION
Course Ground Rules
The following are expected of all students in this course:

• learn how to navigate in the learning management system; refer to your D2L resources within the course for help;
• address technical problems immediately; and
• be respectful to your instructor and peers; refrain from derogatory statements.

Class Participation
Student participation is required in all aspects of the course. Please adhere to the following:

• participation is required; you are expected to attend the course every time it meets and participate;
• check the course homepage of D2L for important announcements from the instructor.

Academic Integrity/Misconduct
Please review the information on Academic Integrity and Misconduct. The instructor will be submitting materials to an online service (Turnitin.com) which will review the work for plagiarism. Students should also review the report generated for each assignment and self-check for plagiarism. Information on how to cite work correctly is provided within the course modules or through the University Writing Center. You may read more about how to avoid plagiarism from the Office of the University Provost.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Such conduct includes, but is not limited to:

• Submitting as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other projects prepared by another person
• Knowingly assisting another student in obtaining or using unauthorized materials
• Submitting assignments previously used in other courses where you received credit for the work
• Improperly crediting or lack of crediting an original author’s work

Students guilty of academic misconduct are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions (including expulsion from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course. Students guilty of plagiarism will be immediately reported to the Vice Provost for Academic Affairs.

I am True Blue
As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

Attendance Reporting
MTSU Administration requires that instructors complete an attendance report for each course each semester. Regular class attendance is required and will be monitored by: the D2L system report; participation in the discussion board; and timely submission of course assignments. If several class assignment submissions are missing, student attendance will be reported as “no longer attending.”

STUDENT RESOURCES
Students with Disabilities
Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or DAC Email.

Civics
“Are You Registered to Vote? Please check your registration, register for the first time, or re-register at your new address at mtsu.edu/vote.”

Tutoring
MTSU Online supports multiple Online Student Services.

Grade Appeals
University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX
Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898-2185 or 615-898-2750 for assistance or review MTSU’s Title IX website for resources.

MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University’s Title IX coordinator to help ensure student’s safety and welfare. Please refer to MTSU’s Title IX website or contact information and details.
Hope (Lottery) Scholarship Information
Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility at a later time.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form or contact your MT One Stop Enrollment Counselor.