MUET 2000: Global Perspectives in Popular Music

Instructor
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Email
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Class Time
Tues, Thurs.  
9:30-10:50am
RTFP 135

Office Hours
Tues. and Thurs.  
11am-12pm
MUS 146

Teaching Associate
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Course Overview
This course uses popular media as a window into discourses about society, culture, and identity happening in the United States and other parts of the world. Each week, we will discuss a specific theme and examine songs, genres, and artists from around the world that demonstrate how people from different cultures use popular media to engage with that concept within their society. Broader questions addressed in the course include:

- How does popular music function as a space for collaborative dialogue about a society’s cultural, moral, and artistic values?
- How do artistic or creative goals interact with commercial goal and industrial models of production and distribution?
- How can technology reshape creative process and human relationships?
- How does popular music transcend, reinforce, or negotiate popular conceptions of nation, gender/sexuality, ethnicity/race, and class in the era of globalization?

Students do not require any formal training or background in music to participate fully in this course.

Evaluation
Your final grade in the course will be assessed based on the following:

- Reading Reflections – 200 points
- Signature Assignments – 700 points
- Discussion Participation – 100 points
- TOTAL: 1000 points

Signature Assignments
This course fulfills a UNT Core requirement for *Language, Philosophy, and Culture*, which requires students to demonstrate learning in the areas of 1) Communication Skills, 2) Personal Responsibility, 3) Social Responsibility, and 4) Critical Thinking. Each of the major written assignments for the course is focused on one of these areas.

- Personal Playlist – 150 points, *Due Week 3*  
  *Primary Objective: Communication Skills*
- Ethics in Popular Music – 200 points, *Due Week 7*  
  *Primary Objective: Personal Responsibility*
- Let’s Talk Global Pop – 150, *Due Week 11*  
  *Primary Objective: Social Responsibility*
- Music Video Analysis – 200, *Due Week 15*  
  *Primary Objective: Critical Thinking*
Core Objectives

**Critical Thinking:** Students will engage critically with popular music and other cultural products and behaviors. They will analyze musical examples in relation to broader social and cultural processes, and understand the role that popular media – and our participation in it – play in global discourses of nation, race, ethnicity, gender, and identity.

**Social Responsibility:** Students will develop broader cultural horizons through exposure to diverse sounds, societies, and ideologies. They will explore the many social, cultural, ideological, and political discourses surrounding the transition to globalized mass media in many parts of the world, and will engage in discussions of these issues with their peers.

**Personal Responsibility:** Students will develop an awareness of the ethical issues surrounding the production, marketing, and consumption of popular music. They should develop sensitivity to the role of popular music in large-scale public debates about cultural and social values, and also about the issues of representation, exploitation, and oppression that may underlie popular music’s production or message. They will also be encouraged to reflect on the ethical dimensions of their own participation in popular culture.

**Communication:** The core assignments will challenge students to use multiple forms of media to communicate social, cultural, and artistic ideas to different types of audiences. Students must demonstrate a mastery of precise and nuanced English at a level appropriate for academic discourse, in assignments as well as class discussions.

**Reading Reflections and Discussions**
- Responses are 25 points each, there are 8 through the semester
- Due 5pm every Wednesday for full credit
- May be submitted 5pm Wednesday - 9am Thursday for a maximum of 15 points
- May be submitted 9am Thursday – 11:59pm Sunday for a maximum of 10 points
- May not be submitted after 11:59pm Sunday
- Extra credit awarded for particularly insightful responses or for extra responses replying to your classmates’ ideas.

**Late Submission Policy**
All assignments other than Reading Reflections are due at 11:59PM on Thursday of the specified week. Late assignments will be deducted 5% for each day beyond the deadline. Assignments will NOT be accepted once two weeks after the deadline have passed.

**Attendance and Participation**
Students are expected to attend class sessions regularly, to come prepared and participate actively in all activities. Your presence in every class session is absolutely essential to your success in this course. **Any student who accrues 5 unexcused absences will be asked to withdraw from the course.** In case of a foreseeable absence, students should notify the instructor as soon as possible to arrange a way to make up for content or activities missed during a class session. In addition, **consistent lateness, inattentiveness, or lack of participation may result in a grade penalty.**
**COVID-19 Attendance Statement**

Academic excellence is important, but your health and wellbeing always take the first priority. If you are experiencing physical or mental health difficulties directly or indirectly related to the global pandemic that may interfere with your success in this course, please communicate with the instructor as soon as possible. In most cases, the instructor will do whatever is possible to determine appropriate accommodations to help you succeed in the class.

No student will be penalized for missing class due to illness or quarantine.

If you are experiencing any symptoms of COVID-19 ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)) or suspect you have been exposed:

- Contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.
- Seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Required Materials**

**Required Readings**

All required readings will be made available on Canvas. Students are responsible for completing each week’s assigned reading before Tuesday’s class.

**Technology Requirements for Remote Instruction**

Due to the spread of new variants of COVID-19, there is a possibility that we may need to switch to partially or fully online instruction midway through the semester. Accordingly, students are expected to have access to:

- A device capable of accessing Zoom and Canvas (desktop or laptop computer, tablet, etc.).
- A stable internet connection.
- A microphone and web camera (either discrete or integrated into the device used to access class meetings).
- Sufficient technological competence to use Zoom, Canvas, and Microsoft Office.

Further helpful information on how to succeed in a remote learning environment can be found at [https://online.unt.edu/learn](https://online.unt.edu/learn). If you have difficulty gaining access to any of the necessarily materials, please communicate with the instructor as soon as possible.
Course Outline

UNIT I: THINKING GLOBALLY ABOUT POPULAR CULTURE

Week 1  
August 24 & 26  
Defining “Popular Culture”  
Reading: Storey (2015) – “What is Popular Culture?”

Week 2  
August 31 and September 1  
Global Dialogues through “World Music”  
Genres: Cuban Son, Mbaqanga, Mbube A cappella  

Week 3  
September 7 & 9  
Rethinking “Place” in the Era of Globalization  
Genres: Soukous, Zouk, Rai, Bhangra  
Reading: Connell and Gibson (2002): “Music and Place”  
Documentary Films: *Crossing the Bridge: The Sound of Istanbul* (2005)

**Personal Playlist Assignment Due Thursday 9/9**

Week 4  
September 14 & 16  
Diaspora and the Black Atlantic  
Genres: Reggae, Soca, Calypso, Salsa, Afrobeat, Juju  

UNIT II: CREATIVE ECOLOGIES – TECHNOLOGY AND INDUSTRY

Week 5  
September 21 & 23  
The Culture Industry and “Dream Factories”  
Genres: Bollywood, K-pop  

Week 6  
September 28 & 30  
Technology and Creativity  
Genres: Hip-hop, Electronic Dance Music  

Week 7  
October 5 & 7  
Virtual Spaces, Virtual Performers  
Genres: Vocaloid, Holo-Live, Video Game Music, Cyberpunk  
Reading: Gagen and Cook (2016) – “Performing Live in Second Life”  
Documentary Films: “The Medium is the Message” (1977)

**Ethics in Popular Music Essay Due Thursday 10/7**
UNIT III: REPRESENTING AND NEGOTIATING IDENTITY

**Week 8**
October 12 & 14

**Tradition and Modernity in Popular Music**
Genres: Metal (Japanese, Celtic, Mongolian and Indian), Highlife, Hiplife, Palm-Wine
Reading: TBD

**Week 9**
October 19 & 21

**National and Ethnic Identity, Indigenous Identity**
Genres: Europop, Taraf, Gypsy Brass, Flamenco, Pow-Wow, Joik
Documentary: *Whose is this Song?* (2003)

**Week 10**
October 26 & 28

**Racial Identity in the United States**
Genres: Gospel, Blues, Minstrelsy
Podcast: *Rough Translation*: “Brazil in Black and White”

**Week 11**
November 2 & 4

**Representation, Appropriation, Exploitation**
Genres: Native American Rap, Afrofuturism, World Electronica
Reading: Feld (1996): “Pygmy POP”

“Let’s Talk Global Pop” Assignment Due Thursday 11/4

UNIT IV: DISSENT, CONFLICT, AND RESISTANCE IN POPULAR MUSIC

**Week 12**
November 9 & 11

**The Aesthetics of Resistance**
Genres: Folk Revival, Nueva Cancion, Nueva Trova, Protest Songs

**Week 13**
November 16 & 18

**Social Protest as Media Spectacle**
Genres: Punk, Political Rap and Metal

**Week 14**
November 23

**Popular Music in Exile**
Genres: Cambodian Psychedelic Rock
Reading: TBD
Documentary: *Don’t Think I’ve Forgotten: Cambodia’s Lost Rock and Roll* (2014)

Thanksgiving Break November 25-26

**Week 15**
November 30 & December 2

**Popular Music and Religion**
Genres: Soul, Gospel, Sufi Rock, Christian Hardcore
Documentary: *Taqwacore: The Birth of Punk Islam*

Music Video Analysis Essay Due Thursday 12/2
Policies and Resources

Writing Lab

Strong writing skills are an important asset in academic and professional life in every field. During class, we will work to improve student writing skills through instructor feedback and group workshops. However, many students will benefit from intensive focus on writing skills that we will not have time to provide during class. I encourage all students who wish to further develop their writing skills to work with the UNT Writing Lab.

http://writinglab.unt.edu/

Academic Integrity

Students caught cheating or plagiarizing will receive a '0' for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

https://policy.unt.edu/sites/default/files/06.003.AcadIntegrity.Final_.pdf

ODA Statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. You can now request your Letters of Accommodation ONLINE and ODA will mail your Letters of Accommodation to your instructors. You may wish to begin a private discussion with your professors regarding your specific needs in a course. Note that students must obtain a new letter of accommodation for every semester. For additional information see the Office of Disability Access.

See: disability.unt.edu. Phone: (940) 565-4323

Counseling and Testing

UNT’s Center for Counseling and Testing has an available counselor whose position includes 16 hours per week of dedicated service to students in the College of Music and the College of Visual Arts and Design. Please visit the Center’s website for further information:

http://studentaffairs.unt.edu/counseling-and-testing-services

For more information on mental health issues, please visit: https://speakout.unt.edu.
The counselor for music students is:
Myriam Reynolds
Chestnut Hall, Suite 311
(940) 565-2741
Myriam.reynolds@unt.edu

Add/Drop Policy
Please be reminded that dropping classes or failing to complete and pass registered hours
may make you ineligible for financial aid. In addition, if you drop below half-time enrollment
you may be required to begin paying back your student loans. After the 12th class day, students
must first submit a completed “Request to Drop” form to the Registrar’s Office. The last day for
a student to drop a class in Fall, 2021 is November 12. Information about add/drop may be found
at: https://registrar.unt.edu/registration/dropping-class

Student Resources
The University of North Texas has many resources available to students. For a complete
list, go to: https://www.unt.edu/sites/default/files/resource_sheet.pdf

Assignment Descriptions

Assignment 1: My Personal Playlist
Your assignment is to compile a “Personal Playlist” of FIVE songs. Each song should
mean something special to you or say something about you. You are entirely free to decide which
criteria to use when choosing songs. For example, you may choose to include a particular song
because:

- The song expresses something about your ideas or personality
- The song stimulates a strong emotional response
- The song is associated with certain memories – special events or periods in your life
- The song is associated with certain people – friends, family, community, etc.
- You just like the way it sounds!

For each song, you will write 2 paragraphs:

In the first paragraph, describe to the reader what this song means in your life. Is there
something that hits you about the words? The singer's voice? The guitar solo? Do you listen to it
while working out? Do you listen to it with friends? Is it a song from your childhood? Is it a song
for Sunday barbecues with the family? Is it a song you listen to only when you're happy? Only
when you're sad? Do you think your life or personality might be different in any way if you had
never heard this song?

In the second paragraph, think about what your relationship with this song might say
more broadly about YOU. In this paragraph, think about our in-class discussions about identity,
self, taste, subculture, and other related issues. Do you think you might have a different
relationship with this song if you had different life experience? If you had different friends? Do
you think other people may have a similar relationship with this particular song, or do you feel that you hear/experience the song in a way that is unique to you?

After all five songs, write a 2-3 paragraph conclusion describing what you might have learned about yourself and your tastes from making the playlist. Was there any connection between the songs? Perhaps they all have similar sounds or instruments. Perhaps they are all from completely different styles, but expressed similar ideas or values. And if they were all completely different, how does each one describe a different aspect of your personality, experience, and tastes?

A GOOD (high-scoring) paper will demonstrate a serious attempt by the writer to bridge sensory experiences with life experiences. Students should reflect on how their tastes, ideas, and perspectives relate to their socioeconomic conditions, social background, cultural upbringing, and formative memories. Students should also be willing to engage critically with the media products with which they interact on a daily basis. A paper that simply lists songs and provides basic Wikipedia-esque information about them will not receive a high grade. Papers should demonstrate thoughtful reflection and presentation; they need not be in formal academic prose, but should maintain correct grammar and usage and communicate ideas clearly.

Core Objective: *Communication Skills*

Successful completion of this paper requires the student to communicate nuanced aspects of their social and emotional life and their relationship to art and popular culture through writing. In many cases, these may be concepts that students have not previously expressed in words. Students must consider how to use writing to convey an affective portrait of themselves to someone who has never met them, drawing from the experiences and metaphors made available through popular music.

Students who receive an A or B on the assignment (80% or higher) are considered to have successfully met this core objective.

Grading Criteria:

A: Student’s work fulfills expectations well. Analysis is detailed and demonstrates introspective and insightful thinking. Presentation is clear; writing is well-structured and contains few mechanical errors.

B: Student’s work meets expectations. Work reflects an attempt at analysis, but lacks depth. Presentation is adequate; writing may contain some distracting errors.

C: Student’s work falls short of expectations. The basic parameters of the assignment are met, but there is little evidence of analysis or introspection. Writing contains multiple distracting errors.

D: Students work fails to meet expectations. Work may fail to conform to the required parameters, or show a clear lack of effort or understanding of the assignment. Writing contains multiple distracting errors.
Assignment 2: Ethics in Popular Music

For this assignment, you will choose one song, music video, album, or artist that you believe presents a significant ethical problem. This problem should be chosen from one of the following three categories:

1. **Message**: This song or artist spreads a message that you believe is detrimental to society. The message might encourage negative attitudes or behavior, or in some other way be a negative influence on listeners.
2. **Misrepresentation**: The song (including video, if applicable) depicts a certain group in a manner that is uninformed, reductive, stereotypical, or otherwise inappropriate.
3. **Exploitation**: The process of making the cultural product in question involves the exploitation of some of the persons involved, usually in service of a profit-centered business model.

This paper (3-4 pages) should contain the following sections:

1. **Introduction / Background Information**
   Provide background information about your topic and state clearly what ethical problem you will be discussing. You should contextualize the discussion by describing the performers’ audience and level of influence. How many people listen to these songs / watch these videos? What kind of demographics are they from? Use statistics to support your statements – you may find them in newspaper/magazine articles, Billboard charts, and even YouTube / Spotify data.

2. **Analysis of Ethical Problem**
   This is the main section of the essay. In this section, you will discuss what problem you feel the song/video/album in question presents. Focus on ONE problem – a single song might promote illicit drug use, violence against kittens, AND jaywalking, but for this assignment you will just choose one issue to discuss in depth.

   One way you can strengthen this section is by providing outside evidence that the problem you are discussing is significant. For example, if an artist from Wisconsin is encouraging illegal drug use, you might look for statistics from a reputable source about drug-related deaths or crimes. If a song promotes negative stereotypes against a particular group, you might find current news stories that describe real-life instances of discrimination or persecution against those groups.

   Another way to strengthen this section is by thinking about what opposing viewpoints might exist. Where are some areas in which someone else might disagree with you? What arguments might they make, and how would you respond to them?

3. **What should I do about it?**
   This will be your concluding section. It should demonstrate some serious thought about how you should handle the problem discussed. One of the questions you should contend with is whether or not it is acceptable to listen to or watch the media in question. Why or why not?

   Another possibility is to think of ways you could address this problem if you had to take some steps within the UNT community. Could you organize an event or group on campus to deal with it in some way? Be imaginative!
You should not simply write about things that other people could do to make the problem go away. Example: that song is offensive; the singer should not perform it anymore. The key here is to think about your personal responsibility as a consumer of popular media and member of a society that is shaped by popular media.

4. References Cited
You must include a list of references cited in your project, presented in a standardized format (Chicago author-year citation preferred, but MLA or other common styles are also acceptable).

Core Objective: **Personal Responsibility**

This assignment requires students to reflect on the ethical debates that characterize popular music and its production and consumption. Successful completion of the assignment requires students to describe an ethical issue, analyze its relationship with popular media, and suggest possible solutions.

Students who receive an A or B on the assignment (80% or higher) are considered to have successfully met this core objective.

Grading Criteria:

A: Student’s work fulfills expectations well. Analysis of ethical problem demonstrates depth of thought. Analysis uses supporting evidence and/or engages with divergent viewpoints. Student skillfully suggests possible solutions and considers their impact and potential consequences.

B: Student’s work meets expectations. Student adequately describes and analyzes an ethical issue. Student suggests possible solutions and considers their impact and potential consequences.

C: Student’s work falls short of expectations. Student’s analysis lacks depth or supporting evidence. Possible solutions are not clearly defined or are poorly justified and not thoroughly considered.

D: Students work fails to meet expectations. Work may fail to conform to the required parameters, or show a clear lack of effort or understanding of the assignment.

**Assignment 3: Let’s Talk Global Pop**

For this assignment, you will select a song or music video that relates to a current social issue. The song does not necessarily need to comment specifically on the issue in question, but you should be able to describe the connection clearly. (For example: if the issue you choose to talk about is female objectification in popular music, the song might not mention the issue directly, but might serve as an example OR counter-example.) You will then listen to the song with one or more friends and interview them about their thoughts or reactions to it.
The completed assignment will consist of two parts. Each part should be a minimum of 1.5 double-spaced pages.

**Part I** will be your own thoughts about the song or video, written BEFORE you conduct the interview. In Part I, you will describe the song or video and its relevance to the social issue you have chosen to discuss. Does the song have a positive/negative message? Something in between? Does it bring public awareness to something important? Does it challenge listeners/viewers to think about an issue through new perspectives? Does it creatively use artistic elements to make a statement in a way that would not be possible or effective through other means? At the end of part I, write down a few questions that are specific to this song that you would like to ask your interviewees (e.g. “What do you think is being referred to in this verse?”).

**Part II** will be written AFTER you conduct the interview. How did your interviewees’ reactions or interpretations differ from yours? Were there things you thought were important that they did not, or vice versa? Were there things they noticed that you did not, or vice versa? Did their observations chance your own feelings about the media? For all of these questions, also reflect on how differences or similarities in your social and cultural backgrounds might have affected your different or similar reactions to the media. If possible, include a few quotes from the interview that reveal their thoughts or perspectives.

**Interview guidelines and tips:**

1. Interview people with whom you have not discussed this song/subject before.
2. If possible, try to interview someone from a different generation or social background.
3. Ask questions that help you discover their perspectives on the song, rather than asking them to respond to yours. For example:

   **BAD question:** This song is all about X – what do you think about X?
   **GOOD question:** What do you think this song is about?

   **BAD question:** I was really blown away by this one part! What did you think about it?
   **GOOD question:** Were there any moments or lines that stood out to you? Why?

4. After you feel your interviewees have said everything they want to say, then share your own ideas and engage in a dialogue about the media. 
5. Take notes during the conversation so that you can write about it later. If your friend(s) give you permission, you may also choose to record the conversation, so you can directly quote their ideas or reactions in your paper.

**Core Objective: Social Responsibility**

This assignment requires students with multiple perspectives on a popular media product. They must engage critically with popular media as it relates to current social discourses, and then engage with other people who might interpret or react to that media in different ways than they do. By successfully completing this assignment, students will demonstrate that they have gained a broader perspective on global popular media production and deeper understanding of social discourse, and that they have taken the effort to engage their peers in discussions of these issues.
Students who receive an A or B on the assignment (80% or higher) are considered to have successfully met this core objective.

Grading Criteria

A: Student’s work fulfills expectations well. In part 1, student presents a clear connection between popular media and current social discourse. In part 2, student demonstrates depth in engaging with other perspectives.

B: Student’s work meets expectations. In part 1, student adequately presents a connection between popular media and current social discourse. In part 2, they attempt to seriously engage with other perspectives, but their analysis may lack depth.

C: Student’s work does not meet expectations. Connections between popular media and current social discourse are unclear in Part 1, and Part 2 does not seriously engage with multiple perspectives.

D: Students work fails to meet expectations. Work may fail to conform to the required parameters, or show a clear lack of effort or understanding of the assignment.

Assignment 4: Music Video Analysis

For this assignment, you are to write a 4-5 page analysis of a single music video. Your goal is not simply to describe the video, but to make a coherent and well-supported analytical argument. The main requirements are that your argument:

1. Engages in a discussion of how the music video relates to broader cultural or social issues
2. Is supported by evidence in the music video

For example, you might choose to say:

- This video represents the tension between traditional and popular cultural attitudes and practices in _____ culture.
- This video makes _________ statement about a current debate occurring in _______ society.
- This video demonstrates / challenges / subverts expectations of gender / sexuality / race / ethnicity in _______ country.
- This video represents an artistic / social / cultural / ideological confluence between _______ and _______.
- This video invokes ideas, sounds, symbols, or fashions in order to create or enforce a sense of identity for _______ group.

These are just a few examples, but you may think of many others! Of course, you may contact me if you have any questions.
To support your argument, you may refer to any information contained in the music video:

- The **musical sounds** themselves (e.g. instrumental or vocal styles; characteristic rhythms, melodies, or harmonies; timbres or “textures,” etc.)
- The **lyrical content** of the song (if applicable)
- Any **visual elements** within the music video – why have particular images, scenes, colors, etc. been chosen to convey a particular message or identity?
- Dance **choreography**, style, or gesture – what messages are bodies sending that may enforce or differ from messages sent from other elements of the video?
- The “**narrative**” or “story” of the video
- Anything else you can think of!

In addition to citing information from the music video, you should include background research that tells the reader about the cultural or social issues that you will be discussing, and supports your claims about the music video. This can include specific articles about the band/performer/artist, but should also include deeper academic research. For example:

- You may refer to an article describing the history of the musical genre, and some of the stylistic or cultural debates occurring within that genre.
- If you are talking about how a popular music performer incorporates traditional instruments or styles, you should refer to an article providing some background information about those traditions
- If you are discussing the way the music video engages with a political debate or social issue, you should refer to at least one academic article that describes that issue from a larger perspective.

Suggested paper outline:

1. **Introduction**
   Introduce the music video and state your argument or thesis.

2. **Background Information**
   Provide relevant background information, drawing from your research. This can include historical information about the performer, genre, the performers’ place of origin (country or city). It should also present a big picture view of any political debates, social issues, or other cultural discourses in which you plan to engage.

3. **Analysis**
   This will be the largest section of your paper. You will choose a few elements of the music video and describe how each one relates to your central argument. Be detailed and descriptive!

4. **Conclusion**
   Here is where you bring all the pieces together. Restate your thesis and give the reader a sense of how all the ideas that you described in previous sections fit together. This is also your chance to include your personal perspective and reactions to the issues discussed.

5. **References Cited**
   You must include a list of references cited in your project, presented in a standardized format (Chicago author-year citation preferred, but MLA or other common styles are also acceptable).
KEY TO AN ‘A’ ON THIS PAPER – Just ask yourself:

1. Does my paper have a clear argument?
2. Does my paper engage with multiple aspects of the music video? (e.g. visual, musical, lyrical, etc.)

Core Objective: **Critical Thinking**

This assignment will require students to develop an academic argument and support it with evidence drawn from media analysis as well as background research. Successful completion of the assignment will require research skills, logical organization, and analytical thinking.

**Students who receive an A or B on the assignment (80% or higher) are considered to have successfully met this core objective.**

**Grading Criteria:**

**A:** Student’s work exceeds expectations. Student’s argument is clearly defined and strongly defended using detailed analysis of multiple aspects of the music video. Student’s conclusion demonstrates nuanced consideration of context and of potential implications.

**B:** Student’s work meets expectations. Student’s argument is present and defended using analysis of multiple aspects of the music video. Student’s conclusion demonstrates some consideration of context and of potential implications.

**C:** Student’s work falls short of expectations. Student’s argument is not clearly defined or defended; analysis lacks rigor or clarity. Student’s conclusion reveals little consideration of context or of potential implications.

**D:** Students work fails to meet expectations. Work may fail to conform to the required parameters, or show a clear lack of effort or understanding of the assignment.