MUET 2000
GLOBAL PERSPECTIVES IN POPULAR MUSIC
Tuesday / Thursday: 9:30-10:50am, MUS 321

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Office: Music Building 146
Office Hours: Thursdays 1-3pm or by appointment
Teaching Assistant: Nate Ash-Morgan - NathanielAsh-Morgan@my.unt.edu
Grader: Yang Chen - YangChen2@my.unt.edu

COURSE DESCRIPTION

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 idea within their society. We will particularly explore the role of popular music in transcending, reinforcing, or negotiating popular conceptions Students do not require any formal training or background in music to participate fully in this course. of nation, gender/sexuality, ethnicity/race, and class in the era of globalization.

ASSIGNMENTS

(Note: 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.)

Introductory Assignment - Personal Playlist (Week 3) - Description on page 5
Signature Assignments
1. Concert Promotion (Week 5) - Description on page 7
   Primary objective: Communication
2. Ethics in Popular Music (Week 8) - Description on page 8
   Primary objective: Personal Responsibility
3. Let’s Talk Global Pop (Week 11) - Description on page 10
   Primary objective: Critical Thinking
4. Music Video Analysis (Week 15) - Description on page 11
   Primary objective: Social Responsibility

Evaluation
- Reading Reflections – 15 points per week (x 13 = 195 points total)
- Personal Playlist Assignment – 150 points
- Signature Assignments
  o Concert Promotion – 100 points
  o Ethics in Popular Music – 200
  o Let’s Talk Global Pop – 150
  o Music Video Analysis – 200
- Because I’m nice (and I like round numbers) – 5 points
- TOTAL: 1000 points
Weekly Reading Reflections
- Due 5pm every Wednesday for full credit
- May be submitted 5pm Wednesday - 9am Thursday for a maximum of 10 points
- May be submitted 9am Thursday - 11:59pm Sunday for a maximum of 5 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

Attendance Policy
Each unexcused absence will result in a 4% reduction of your final grade. Any (non-emergency) absence that is not approved beforehand qualifies as unexcused. Any student who accrues five unexcused absences will be asked to withdraw from the course.

Golden Ticket Policy
Each student begins the class with three “golden tickets” that they may use for either 1) a 3-day extension on an assignment or 2) an unexcused absence without penalty, with no questions asked.

Core Objectives (Component Area 1: Languages, Philosophy & Culture)
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 words, 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.

COURSE OUTLINE

PART I: THINKING GLOBALLY ABOUT POPULAR CULTURE

Week 1
August 28 & 30
Defining “Popular Culture”
Reading: Storey (2015) – “What is Popular Culture?”
Documentary Films: Graceland: The African Concert
<table>
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<tr>
<th>Week 2</th>
<th>What is “World Music”?</th>
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<tr>
<td>September 4 &amp; 6</td>
<td>Genres: Cuban Son, Turkish Fusion and Rap music, Mbube A cappella</td>
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<td>Reading: David Byrne (1999) – “Crossing Music’s Borders in Search of Identity”</td>
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<td>Documentary Films: Buena Vista Social Club, Crossing the Bridge</td>
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<th>Week 3</th>
<th>Rethinking “Place” in the Era of Globalization</th>
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<td>September 11 &amp; 13</td>
<td>Genres: Soukous, Zouk, Rai, Bhangra, Salsa</td>
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<td>Reading: Connell and Gibson (2002): “Music and Place”</td>
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**PART II: INDUSTRY, PRODUCTION, TECHNOLOGY, AND MEANING**

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<tr>
<th>Week 4</th>
<th>Globalized Music &amp; The Culture Industry</th>
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<tr>
<td>September 18 &amp; 20</td>
<td>Genres: Bollywood, K-pop</td>
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<td>Reading: Appadurai (1990): “Disjuncture and Difference in the Global Economy”</td>
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<th>Week 5</th>
<th>“The Medium is the Message”</th>
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<tr>
<td>September 25 &amp; 27</td>
<td>Genres: Hip-hop</td>
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<td>Podcast: Radiolab – “K-paparazzi”</td>
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<td>Documentary Films: Hip-Hop Evolution</td>
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<th>Week 6</th>
<th>Creative and Social Interventions through Technology</th>
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<tr>
<td>October 2 &amp; 4</td>
<td>Genres: Electronic Dance Music, Reggaeton, Vocaloid</td>
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<td>Reading: Adorno (1930) – “On Popular Music”</td>
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**PART III: POPULAR MUSIC AND IDENTITY**

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<tr>
<th>Week 7</th>
<th>The Black Atlantic as Popular Music Nexus</th>
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<tr>
<td>October 9 &amp; 11</td>
<td>Genres: Afro-beat, Highlife, Hi-life, Palm-Wine, Jazz</td>
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<td>Reading: TBD</td>
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<td>Documentary: FELA!</td>
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<th>Week 8</th>
<th>Race in American Popular Music</th>
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<td>October 16 &amp; 18</td>
<td>Genres: Gospel, Blues, Hip-hop</td>
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<td>Podcast: Rough Translation: “Brazil in Black and White”</td>
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<th>Week 9</th>
<th>Representation, Exploitation, Appropriation</th>
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<tr>
<td>October 23 &amp; 25</td>
<td>Reading: Bryson (1996) – “Anything but Heavy Metal”</td>
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<th>Week 10</th>
<th>Popular Music and Social Protest</th>
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<td>Oct. 30 &amp; Nov. 1</td>
<td>Genres: Folk Revival, Nueva Cancion, Punk</td>
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<td>Podcast: Invisibilia – “The Callout”</td>
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<th>Week 11-12</th>
<th>Ethnic and National Identity</th>
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<tr>
<td>November 6 &amp; 8</td>
<td>Genres: Europop, Taraf, Gypsy Brass, Flamenco</td>
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<td>Documentary: Whose is this Song?</td>
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### PART IV: MEMORY, DISSENT, AND MEANING IN POPULAR MUSIC

#### Week 11-12

**November 13 & 15**

**Indigenous Popular Music**

Genres: Pow-wow, Joik

*Documentary: Rumble: The Indians Who Rocked the World*

#### Week 13

**November 20 & 22**

**Indigenous Popular Music continued and THANKSGIVING BREAK**

*Podcast: TBD*

#### Week 14

**November 27 & 30**

**Popular Music in Exile**

Genres: Cambodian Psychedelic Rock, Tehrangeles, Vietnamese Cabaret

*Documentary: Don’t Think I’ve Forgotten*

#### Week 15

**December 4 & 6**

**Popular Music and Religion**

*Documentary: Taqwacore: The Birth of Punk Islam*

### STUDENT RESOURCES AND POLICIES

#### 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/](http://writinglab.unt.edu/)

#### Student Counseling and Testing Services

It is important to us for students to excel academically, but it is far more important that you maintain your physical, emotional, and mental well-being. Students face many demands and responsibilities from their academic and personal lives and sometimes the stresses or anxieties can be overwhelming if not dealt with. As your instructor, I am happy to be a part of your support network, and am always open to talk if you have issues you would like to discuss. Additionally, UNT provides its students many resources for mental and emotional health.

[http://studentaffairs.unt.edu/counseling-testing-services](http://studentaffairs.unt.edu/counseling-testing-services)

#### Office of Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during
their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

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.

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.

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

Concert Promotion

A popular music band / performer from outside the US (or Canada, the UK or Australia) is coming to perform here in Texas, and YOU are in charge of promoting their concert!
Your assignment is to write a 1-2 page press release. Think of it as a short article that could appear in a newspaper, magazine, or blog, that would serve two purposes:

1. Inform readers about the performers and WHY they are culturally/artistically important.
2. Entice readers to attend the concert!

There are several ways to do this – you might try to use familiar artists or genres as a frame of reference:

“Come listen to the Cambodian Katy Perry!”
“It’s punk rock – but in KILTS!”

You may refer to the performer(s) social or cultural importance in their home country:

“She’s the queen of Azerbaijani Reggae!”
“Hear the song that defined the Arab Spring!”

You might describe the unfamiliar sounds or sights that audiences can experience:

“You’ve heard accordion before – but never like this!”
“Experience the face-melting power of Malaysian death metal!”

Additionally, you should include promotional images that are not only attention-catching, but that convey something important about the performer or their home culture.

Core Objective: Communication

In this assignment, you must present an unfamiliar audience with an informative and enticing description of a foreign musical artist. To accomplish this, you must carefully consider which information to include, and how best to convey it creatively. Projects will be assessed based on their effectiveness at conveying a clear and enticing idea of what potential audiences can expect at this imagined concert, AND why it is culturally, socially, or musically significant. You will demonstrate your competence in communication by choosing your worlds carefully and being conscious of how to introduce new cultures and ideas to a wide audience.

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. Content is effectively organized and thoroughly developed. Presentation and writing demonstrate effort to engage with cultural or artistic discourses. Writing is well-structured and contains few errors.

B: Student’s work meets expectations. Content is well-organized, but not necessarily fully developed. Writing does not engage deeply with cultural or artistic discourses. Writing may contain some distracting errors.

C: Student’s work falls short of expectations. Content is poorly organized and not well-developed, and does not attempt to engage with cultural or artistic discourses. 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 #3
Ethics in Popular Music

For this assignment, you will choose one song, music video, album, or artist that you believe present 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 indicated that the group faces real instances of discrimination or persecution.
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 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 #4
Let’s Talk Global Pop

For this assignment, you will have a conversation with somebody about a single, 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.

The completed assignment will consist of two parts:

**Part I** will be written BEFORE you have the conversation with other people. 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?

After completing part one, you will listen to the song or watch a music video with a friend or a group of a few friends and have a conversation about it. Ideally, the group should include people with whom you have never previously discussed the song or video. If possible, try talking to somebody from a different generation or social background. Be sure to talk to your friend(s) about their reactions and perspectives BEFORE you share your own. Once you feel they have said everything they want to say, share your own ideas and engage in a dialog about the media.

You should 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.

**Part II** will be written AFTER you have the conversation with your friend(s). How did their 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 change 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.

Each part should be a minimum of 1 double-spaced page.

**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 in Part 2.

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 #5
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, musical structure, 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.