

IDS 2935 Women Changing Society Through Music

Quest 1

I. Course Information

Quest 1 Theme: Identities

Summer B 2023

Meeting Day/Time: Lecture (MW - Period 4), Discussion (TR - Period 4 or 5)

Location: Lecture (MCCA G186), Discussion (MAT 0112, MAT 0116, MAT 0119, MAT 0114, MAT 0117)

Primary General Education Designation: Humanities

Secondary General Education Designation: No Secondary Designation

Writing Designation: No writing designation

A minimum grade of C is required for general education

Instructor

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Teaching Assistants

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Course Description

How have women expressed their agency, authorship, worldview, and their power through their contribution to various movements in music and how have women transformed the production and consumption of music? Music and performance throughout history have always been a vehicle through which individuals express, invent, and save themselves; let alone bring awareness to the masses regarding social injustices. In this course we will explore how women throughout history have used music to create a path for future generations in combination with how feminism acted as a mode for delivery into the public eye. We will begin with the early music of women in the Medieval period focusing on Hildegard von Bingen and span to the modern and contemporary popular music of today and home in on those individuals who have been most influential and have helped to shape society through their art. The class will dive heavily into the development of jazz and how artists such as Ella Fitzgerald and Billie Holiday used subtle lyrics and darkly clad chords to voice their activism. Throughout the duration of the course and the exploration of

various genres of music and performance we hope to propose further curiosity and understanding of how each individual can trigger change in their own way.

Recommended Course Materials (to purchase/rent)

Recommended materials will be available at the UF Bookstore and online services such as Amazon. Many of these recourses will be available on in-library reserve at Library West. The majority of reading samples will be available through the class Canvas page.

ODair, Barbara. *The Rolling Stone Book of Women in Rock: Trouble Girls*. Random House, 1997.

Mina Carson, Tisa Lewis & Susan Shaw – *Girls Rock!: Fifty Years of Women Making Music*.

Lankford, Ronald D. *Women Singer-Songwriters in Rock: a Populist Rebellion in the 1990s*. Scarecrow Press, 2010.

Meltzer, Marisa. *Girl Power the Nineties Revolution in Music*. Faber and Faber, 2010.

Russo, Stacy Shotsberger. *We Were Going to Change the World: Interviews with Women from the 1970s e3 1980s Southern California Punk Rock Scene*. Santa Monica Press LLC, 2017.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Points
Syllabus Reflection	Summarize and respond to syllabus with your thoughts on/ hopes for the class; articulate learning goals for yourself	100-200 words	35
Discussion Board Post	Respond in Canvas to the question of the week regarding women in early music.	No Limit	100
Reflection	Personal reflection regarding the weekly reading – Women of the early classical era.	100-200 words	35
Reflection	ersonal reflection regarding the weekly reading – Rising Women in Jazz	100-200 words	35
Reflection	Personal reflection regarding the weekly reading – Woman in Country Music	100-200 words	35
Midterm	Midterm: Containing all of the discussions leading up to this week.	600 words	150
Reflection	Personal reflections regarding the weekly reading – Girl Power.	300 words	35
Analytical Essay	Respond in Canvas to the question of the week regarding women in modern classical music. •Topic related to experiential learning event*	500 words	200

Assignment	Description	Requirements	Points
Reflection	Personal reflection regarding the weekly reading – We were going to change the world.	100-200 words	35
Reflection	Personal reflection regarding the weekly reading – Writin’, Breakin’, Beatboxin’.	100-200words	35
Final	Final Exam: In-class essay answering the question: How have women changed society through music?	700 words	200

2. Weekly Course Schedule

Week	Date	Topics	Reading/Assignments
1	7/3/23	<p>Introduction of Syllabus</p> <p>Summarize and respond to syllabus with your thoughts on/ hopes for the class; articulate learning goals for yourself</p> <p>Hildegard Von Bingen</p>	<p>Read/Review: Hildegard of Bingen: A New Twelfth-Century Woman Philosopher? - Helen Jo (pp. 115-123)</p> <p>Ch 8: The Suspended voice of Amalia Rodrigues (pp. 180-199)</p>
	7/4/23	<p>In-Class Discussion: How did women exploit the idea of the “Muse” in order to shape history?</p>	<p>Syllabus Reflection Due</p> <p>Read: Hildegard of Bingen: Visionary Woman Who Encouraged the Role of Feminism – Melissa Treharn (pp. 1-23)</p> <p>Clara Schumann: Old Sources, New Readings (Nancy Reich and Anna Burton) (pp. 332-354)</p>

Week	Date	Topics	Reading/Assignments
	7/5/23	In-Class Discussion: Influential women in the early classical period. How has feminism shaped these musicians?	Read: The “Suppression” of Fanny Mendelssohn: Rethinking Feminist Biography (Marian Wilson Kimber) (pp. 1-18) Short Answer – Prompt available in Canvas: Due at Midnight
	7/6/23	Who was Fanny Mendelssohn and why was she so important?	Personal Reflection: Women in the Classical Era: Due at Midnight
2	7/10/23	In-Class Discussion: Influential women in early jazz. What does it look like to break down the barriers through the lens of modern feminism?	Read: Performances in Swing: A Cultural History of Women Singers of Big Bands, 1930’s-1950’s. (pp. 31-64)
	7/11/23	In-class discussion and video outlining where these influential women originally came from and how they pushed through the “glass ceiling” in unconventional ways. Discussing how this can be applied to the present day Possible guest speaker.	Read: Hope, Cat. Why is There so Little Space for Women in Jazz Music. (pp. 1-5)
	7/12/23	In-Class Discussion: Influential women in modern jazz. How did early female jazz musicians pave the way for musicians in modern jazz? How did these women break through the “Glass Ceiling”?	Personal Reflection: How have women helped to shape the overall impact that early jazz has had on modern pop music and the culture surrounding the movement? Due at Midnight
	7/13/23	In-class discussion and video outlining where these influential women originally came from and how they pushed through the “glass ceiling” in unconventional ways. How did early female jazz musicians pave the way for musicians in modern jazz?	Read: “A Woman’s Place in Jazz in the 21st Century”

Week	Date	Topics	Reading/Assignments
3	7/17/23	In-Class Discussion: Heavy hitting women in early country: Influencing Society Through Song. How did the feminist movement play a role in their development and execution?	Personal Reflection: How did women use Jazz as a source to influence today? Due at Midnight
	7/18/23	In-Class Discussion: How did female country artist blaze their path in the world?	Read: “Girl in a Country Song: Gender Roles and Objectification of Women in Popular Country Music Across 1990 to 2014” – Rasmussen & Densley (pp. 1-15)
	7/19/23	In-Class Discussion: Heavy hitting women in modern country. How have today’s country icons influenced society through song?	Read: “Women’s Hit Cheating Songs: Country Music and Feminist Change in American Society, 1962-2015” – Madeline Morrow (pp. 2-31) Personal Reflection: What roles did the female musician have in early country and how did they rival or challenge their male counterpart? Do you see this in today’s society? Due at Midnight
	7/20/23	Prompt given in class	MIDTERM

Week	Date	Topics	Reading/Assignments
4	7/24/23	In-Class Discussion: The Riot Grrrl Revolution - How did music play a role in the evolution of feminism in the 90's? How did women in the 90's break the mold?	<p>Read: "Smells Like Teen Spirit: Riot GRRRLS, Revolution, and Women in Independent Rock" – Wald & Gottlieb (pp. 1-19)</p> <p>Personal Reflection: Based on the reading and prior discussion, how can we relate Hildegard Von Bingen to modern female country artists? How have these two drastically different genres shaped your life? Due at Midnight</p>
	7/25/23	In-Class Essay	In-Class Essay (At least 1200): Prompt provided in class.
	7/26/23	In-Class Discussion: Girls Rock! How has the feminist climate moved from Riot to Rock?	Read: Girls Rock! Fifty Years of Women Making Music. The University Press of Kentucky, 2015. (pp. 95-114)
	7/27/23	The Riot Grrrl Revolution – How did music place a role in the evolution of feminism in the 90's? How did women in the 90's break the mold?	Personal Reflection: What are the relationships between that of early jazz and the Riot movement? Do you see a direct correlation between the two times? How were women seen as the catalysts for both of these revolutions and how did politics of the time effect the distribution of this art? Due at Midnight

Week	Date	Topics	Reading/Assignments
5	7/31/23	In-class Discussion: The influential women in Rock	Read: Revolution girl style now: Popular music, feminism, and revolution. (pp. 23-46 & 50-68)
	8/1/23	In-class Discussion and Video: diving into why the Rap industry doesn't always seem to flourish when it comes inclusivity and diversity.	Read: "Schoolin' Women: Hip Hop Pedagogies of Black Women Rappers" – Nicole Guillory (pp. 130-158) Short Answer: How did the revolution in the 90's directly impact today's classical pioneers? Can you relate this to how you direct your life? Due at Midnight
	8/2/23	In-Class Discussion: "We Do Exist". Who are the women of Rap?	Personal Reflection: Why is Rap a prime genre for self-expression social awareness? Due at Midnight
	8/3/23	How has the feminist movement helped to shape women throughout the Rap Industry?	Read: "Inclusivity of Women in Pop Music: New York Times Article (pp. 1-5)
6	8/7/23	In-Class Discussion: Influential women in the Pop industry. Who are the modern pop icons that have changed your life? Why? How can you be that for someone else?	Analytical Essay – Experiential Learning Response: If presented during a different time how could this artist have helped to foster change within their field. Due on 8/4/22
	8/8/23	Hip Hip HERstory	Read: "What it Do, Shorty?: Women, Hip-Hop, and a Feminist Agenda" – Gwendolyn Pouch (pp. 78-99)

Week	Date	Topics	Reading/Assignments
	8/9/23	In-Class Discussion: “Writin’, Breakin’, Beatboxin’”. Women in Pop and Hip-Hop	<p>Read: “Hip Hop HERstory: Women in Hip Hop Cultural Production and Music from Margins to Equity” – Jodi Merriday (pp.1-22)</p> <p>Read: “Writin’, Breakin’, Beatboxin’”: Women in Pop and Hip-Hop (pp. 175-200)</p> <p>Personal Reflection: How do politics and social injustices play a role in the overall effect, meaning and distribution of the Rap and Hip-Hop Industries? Do you see this in today’s society and in what way? Due at Midnight</p>
	8/10/23	Final Exam in Canvas - Prompt Provided in Canvas	FINAL EXAM

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance: will be taken daily and recorded in the Canvas gradebook. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Grading Rubric:

In order to receive full participation points each class period (3 points daily) students will need to arrive on time and prepared to provide informed, thoughtful and considerate conversation to the discussion. Coming late to class will result in a point deduction, as will not coming prepared to add to the discussion. Merely chiming into the discussion in order to acquire the daily participation will not result in points awarded. However, providing thoughtful understanding of the topic that further propels the topic of discussion will result in full daily participation points.

Discussion Board Post Rubric:

In order to receive full points you will need to respond to at least two other posts. 5 points will be deducted for each missing response.

Personal Reflection Rubric:

In order to receive full points you will need to meet the assigned word requirement - 5 points will be deducted for not meeting the word count.

Midterm/Analytical Essay/Final Rubric:

In order to receive full points you will need to meet the assigned word requirement - 5 points will be deducted for not meeting the word count. If the missing words is more than 10 an additional 10 points will be deducted. Please write in MLA format when writing these assignments - Follow this link to find specific attributes of MLA style (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html). 10 points will be deducted for not writing in MLA format.

4. Grading Scale

A	94-100% of possible points	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	E	< 60%

Evaluation of Grades

Class Participation = 10%
Discussion Post = 10%
Reflections = 25%
Analytical Essay = 20%
Midterm = 15%
Final = 20%

Grading Policy Link

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

Discussion Board Posts

Discussion board posts and canvas discussions will be on a weekly manor. Students will be prompted at the beginning of each week with a controversial question regarding the current topic. Each student is required to create a reaction/post answering the question as well as comment/interact with two additional posts. Grading of these discussion posts will be calculated at the end of each week.

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

The experiential learning event featuring a guest artist will take place within the University of Florida. This event is TBA and will be announced at the beginning of the Fall 2020 Semester.

Those students that are unable to attend the Experiential Learning Component in person will be allowed attend a pre-approved event/concert in its stead. The event/concert will need to be approved by the professor at least one week prior to the event/concert taking place. These can be physical/live streamed/web based events.

6. Details of Self-Reflection Component

Students will be given prompts throughout the semester causing them to dig deeper into the overarching class topic and how it relates to their daily lives. Each of these is notated above in the weekly course schedule.

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives – Gen. Ed Primary Area and Quest

Humanities Objectives	Quest Objectives	Course Objectives	Objectives will be Accomplished By:
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general	Address the history, key, themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition	Explores how women have used music throughout history to combat oppression and create a voice for themselves. Exploring medieval, classical, jazz, rock, pop and hip-hop artists and those that they helped to influence	We will examine various articles, books and videos that discuss how women have helped to shape future generations.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition	We explore weekly question prompts discussing how each genre of music and the women that created the art have helped to trigger historical events as well as how it can apply to life today	The students will be presented with questions/ prompt at the beginning of each class that is used to file the conversation regarding how music by women in the past has helped to create the music and lifestyle that we are accustomed to today
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work	We will explore performances by women outside of the classroom relating to the current topic.	We will be taking a field trip to a performance at the Phillips Center featuring a female artist. The students then will be prompted with a question and discussion regarding the performance
These course emphasize clear and effective analysis and approach issues and problems from multiple perspectives	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline	The course aim is to highlight discussion on a crucial topic in history by requiring students to interact with one another and effectively write their interpretations of the topic at hand	While examining various modes of information and experience, each student is required to provide written documentation of their opinion and reaction towards each article, video, performance or book excerpt.

Humanities Objectives	Quest Objectives	Course Objectives	Objectives will be Accomplished By:
	Analyze the role arts and humanities plays in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college	The goal is to explore how women throughout history have used music as a vehicle for change. Allowing future generations of people to play a larger role in society.	Through deep discussions and experiential learning we will explore how each person has the power for change regardless of their field and experience.

8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Humanities SLOs	Quest 1 SLOs	This Course's SLOs	Assessment
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the history, theory, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain the evaluation of how women have used music as a vehicle for change and how they have affected the world's population today. Asking the question, how can I impact future generations	Class participation, midterm exam, weekly writing assignments, discussion board posts.
			Identify and critique the hardships that individuals were presented with that didn't allow for immediate change, as well as explore the techniques individuals used to spread their message without repercussions.	Class participation, midterm exam, weekly writing assignments, discussion board posts, final.
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course	Analyze and Evaluate music throughout the medieval, classical, jazz, rock, punk, pop, and hip-hop eras and how each influences the next while still highlighting the underling cultural issues	Class participation, weekly writing assignments, discussion board posts, midterm final.

	Humanities SLOs	Quest 1 SLOs	This Course's SLOs	Assessment
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course	Effectively communicate and express their opinions and response regarding the cultural issues surrounding women in music.	In-class discussions, class participations, weekly writing assignments, discussion board posts, midterm, final.
Connection	N/A	Connect course content with critical reflection on their intellectual, person, and professional development at UF and beyond.	Through the duration of class, each student will be able to apply how past generations have taken change into their own hands and how they can apply it to their daily life.	In-class discussions, class participation, field trip, weekly writing assignments, discussion board posts, midterm, final.

VI. Required Policies

10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this

assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.