Week Five

Unit Two: The History of Popular Music (Writing for the Humanities and the Social Sciences)

Monday: 2/4/08 (Computer Lab)

- Reading: David Ritz’s “The Last Days of Brother Ray.” (The piece is in our course reader).
  Optional Reading: Also, listen to this online interview with “Brother Ray”: http://www.bbc.co.uk/worldservice/arts/highlights/010412_raycharles.shtml if you’re interested in hearing more about Ray Charles. Click on the link labeled, “Listen to the programme here.” Also, bring in your handbook for editing and reference work.
- Class Activities: Early rock and roll listening session. Discussion: “What is Soul?” Clip from Ray. Does race play a role in rock and roll?

- Go over blog
- Go over paper prompt and rubric

I Ray Charles Discussion: Online and f2f (25 min)
A. Prompt: Collectively, what is the most interesting and compelling think you pulled from the “Last Days of Brother Ray” article? Take five minutes to do this.
B. Respond: Read at least one person’s entry, and then ask them at least two questions designed to engage them in thinking about Ray Charles, his music, and his importance. Take five minutes to do this.
C. Finally, go back and respond to the questions for five minutes, and be ready to talk about Ray Charles.
D. Chris’ Questions:
   a. What was it, you think, that drove Charles to take all the chances he did, with his life and music?
   b. Did his “disability” play a role in his life?
   c. What sense, from the Ritz article, do you get of “Brother Ray’s” importance as a musician?
   d. What is compelling, sad, or important to you about Brother Ray’s life?
   e. How is Ray’s life, and reactions to it, informed by the racism of his time? By issues of class? Gender?
   f. Key Question: Why might Charles be an important American to know about? What’s his contribution to the US?

II What is soul music? (20 min)
A. Have them look, for ten minutes, at the hotlist on soul music: http://www.kn.att.com/wired/fil/pages/listsoultocd.html.
B. Discussion Questions:
   a. What is soul music, in your estimation?
   b. What role did it play in rap?
   c. What role did James Brown have? Brother Ray?
   d. What role does race play in the development of hip-hop? What did you notice about the performers, the audience? What do you notice about the gender of the performers and audience?
   e. Key Question: What seems to be the musical and social significance of soul music? Rap?
III Hip-Hop Music Production (20 min)
A. Have them go to groovemaker: http://www.shockwave.com/gamelanding/grooveblender.jsp
B. Have them mix for ten or so minutes, play the results.
C. Questions:
   a. How easy was this?
   b. What was the process like?
   c. Are you now a musician?
   d. Key questions: Is sampling really about the creation of music? How original is it?

IV Research on Your Paper (30 min)
A. Go to library homepage: http://www.library.ucsb.edu
B. Go over the following:
   a. EBSCOhost.
   b. Expanded Academic.
   c. LexisNexis.
   d. Music Index Online.
C. Using Words from your writing:
   a. Have them look at their previous writing or their blog and create a list of five words to search with.
   b. Sample list: For Ray Charles
      i. “Ray Charles”
      ii. “soul music”
      iii. “rhythm and blues”
      iv. Importance
      v. Genius
   c. Get them to talk about their words, have them search and save their work.

V Writing a Great First Line (Remaining Time)

Wednesday: 2/6/08
- Assignment: Bring in first draft of Paper 2.
- Class Activities: Discussion of rap. Rap listening session. Looking at lyrics. Social History of rap learning stations.
Wednesday: 2/6/08

- Assignment: Bring in first draft of Paper 2.
- Class Activities: Discussion of rap. Rap listening session. Looking at lyrics. Social History of rap learning stations.

I Hip Hop and Learning Stations (25 min)

A. Go to the stations around the room in groups of three, we will be moving every five minutes.
B. At each station fill out the notes for your group, this will be turned in.
C. Station One: What is Rap? What is Hip-HOP?
   a. Instructions: Read the large definitions of “hip hop” and “rap”. Write down the definition for both that makes the most sense to you, and then make sure that you write a sentence or so about what the difference between the two terms is.
D. Station Two: Old School Rap
   a. Listen to the music that is provided for you on headphones, and then answer this question in a couple of sentences: how would you describe the early lyrical content and sound of “old school” rap?
E. Station Three: B-Boying
   a. Look at the images and read the brief description of b-boying. What, after looking at this, is your idea of what b-foying is?
F. Station Four: Graffiti
   a. Look at the graffiti images, and the definition of graffiti. After looking at them answer this: what role do you think graffiti has, and has had, in hip-hop culture?
G. Station Five: Contemporary Hip Hop and Rap
   a. Read the series of quotes by hip hop thinkers about the current state of hip hop and rap. In a couple of sentences or so, write down your take on contemporary hip hop and rap. Do you agree, or disagree, with the thoughts presented by Nelson George, Saul Williams and Chuck D?

II KWL Work and Discussion (15 min)

Put up the KWL Chart, and go over “what we learned”
Ask them to think a bit about what the importance of hip hop might be to the following specific groups:

- Young urban men.
- Young urban women.
- Older folks who remember the beginnings of hip hop.
- People who make money off of the sale of hip hop music and culture.
III Peer Review of Paper 2 (30-40 min)

A. Go over the review sheet.

B. **Step One: Write Your Questions**
   a. Think about three questions that you want to get information about—that **do not deal with grammar**.
      i. **Some possibilities**: What is my thesis, in your own words? What was the place where you were most confused in my paper, and why were you confused? What is the best moment in my paper for you?

C. **Step Two**: Answer the questions in “Step One.”

D. **Step Three**:
   a. Read through your partner’s paper, using one of the pens provided, highlight their thesis and all of their topic sentences.
   b. Using another color, highlight all quoted and paraphrased material.
   c. Finally, using a final color highlight all of the material that analyzes and connects the quote and paraphrased material back to the thesis and topic sentences.

E. **Step Four**: Talk through the comments with your partner, and think about the following:
   a. Did my peer identify all the parts of my paper as I wrote them? (If not, you have some clarifying to do.)
   b. Did I use enough quotes? Enough paraphrases? What are my “raw numbers”? 
   c. Is at least 1/3 of my writing analysis? (If not, you probably want to rectify this.)

F. **Step Five**: What are the next five steps I have to take to make this into a great paper?

IV Degrading Lyrics: Anticipation Guide (10 min)

A. Today’s rap is mainly degrading towards women.
B. Today’s rap is not as interesting as it once was.
C. Today’s rap is more advanced, in terms of songwriting, than it once was.
D. Rap promotes sexual promiscuity.
E. Hip-hop culture is alive and well today.
F. Hip-hop culture is dying.
G. “Degrading” has an obvious meaning to me.
H. “Sexually Explicit” has an obvious meaning to me.
I. Science can tell us something about the way people listen to rap music.
J. I understand how to read a scientific article.

V Hints for Reading a Scientific Article (10 min)

- Put up overhead.
- Next go over the steps.
- Work through the first step, with the abstract. Take questions.
- Set them loose.
Week Six

Unit Two: The History of Popular Music (Writing for the Humanities and Social Sciences)

CONFERENCE WEEK

Monday: 2/11/08 (Computer Lab)
- Reading: Exposure to Degrading Versus Nondegrading Music Lyrics and Sexual Behavior Among Youth by Steven C. Martino, PhD, Rebecca L. Collins, PhD, Marc N. Elliott, PhD, Amy Strachman, MA, David E. Kanouse, PhD and Sandra H. Berry, MA at: http://pediatrics.aappublications.org/cgi/content/full/118/2/e430. Also, bring in your handbook for editing and reference work.

Wednesday: 2/13/08
- Reading: Selections from Nelson George’s Hip Hop America. (The piece is in our course reader). Also, if you’re interested in writing about Hip Hop, then read Roni’s Sarig’s “Dungeon Family Tree” (about the Atlanta hip hop scene) and definitely read “Hip Hop’s Founding Fathers Speak the Truth” (an interview with the originators of NYC hip hop).
- Assignments: Turn in final draft of paper two. Start to prepare midterm portfolio and make sure your blog is up to date (should have 5 blog entries by now, if not more). Class Activities: Debate: Is hip hop worth the trouble? Student led discussion of dueling hip hop pieces. Chosen in Previous class. Roundtable discussion of popular music.