

Electronic Music and Migration IDH2930 26720

CLASS MEETINGS:

Monday, 9th period (4:00-4:55PM) Little

Hall 119, room subject to change

Online: <https://ufl.zoom.us/j/94174590457?pwd=TjVnSEk1T0xldjI0RXRvcWhRT0RaZz09>

COURSE WEBSITE:

E-Learning (Canvas) website: <https://elearning.ufl.edu/>

REQUIRED TEXTBOOKS:

Bass, Mids, Tops by Joe Muggs & Brian David Stephens

INSTRUCTOR:

You are welcome to contact me via the information below or through Canvas messaging. If you email me directly, please use your “.ufl” account and include your name in the body of the email. I am located in the Health Science Center Library (Communicore Building), and will be happy to meet with you upon request.

Nina Stoyan-Rosenzweig; Communicore 2-203; nstoyan@ufl.edu; 352-273-8406

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COURSE DESCRIPTION:

This course will aim to provide an overview of the intersection of politics, migration, and electronic music using the UK as the main case study to trace the historical origins of several genres of electronic music. The book, Bass, Mids, Tops by Joe Muggs, provides an oral history of sound system culture in the UK through 25 interviews with prominent DJs, producers, and promoters. The interviews establish a timeline, documenting the chronological development of electronic music and sound system culture from the arrival of the Caribbean immigrants into the UK in the middle of the 20th century to the 2010s. Specific attention will be directed towards the British policies directly intended to increase Caribbean migration and supplement labor during World War II and how the social networks and sound system knowledge from these people gave way to the development of bass oriented electronic music such as jungle, drum ‘n’ bass, and dubstep. These themes of politics, migration, and electronic music will also be applied to other cases, such as the Great Migration of Black Americans to Northern industrial cities and the development of house music in Chicago and techno music in Detroit and examples of postcolonial migration.

Note 1: Read/watch assigned materials to prepare for discussion in class that day.

SCHEDULE OF TOPICS AND ASSIGNMENTS*:

Date	Topic	Reading assignment/video assignment- read for class	Topic in greater depth/assignment due date/in-class activities
Jan 13th	Intro to the Class- Overview of Genres	Listen: Roots and Future: A History of U.K. Dance https://soundcloud.com/afropop-worldwide/roots-and-future-a-history-of-uk-dance	The class will make introductions, review the syllabus. Discussion post due before next class.
Jan 20th	Migration in the U.S. and the Birth of House and Techno	Read: THE BIRTH OF TECHNO https://queenmobs.com/2016/04/19/031/ Watch: How House Music Was Born https://www.youtube.com/watch?v=tp8K_vwI9u4	Migration of Black Americans from the South to industrial cities in the north and the socioeconomic conditions which saw the birth of house and techno. Discussion post due before next class.
Jan 27th	Arrival of Sound System Culture to the U.K.	Read: Bass, Mids, Tops Ch. 1-2 Watch: Bass Worship: The History and Influence of Dub & Soundsystem Culture https://www.youtube.com/watch?v=Hp-S_Hi_Ak	The arrival of the Windrush Generation and their sound system culture and the migration policy which brought them to the UK. Discussion post due before next class.
Feb 3rd	The Merging of Punk and Reggae, Acid house	Read: Bass, Mids, Tops Ch. 3-4	The fusion of social scenes which laid the groundwork for a multicultural musical scene in the UK. Discussion post due before next class.
Feb 10th	The Birth of Hardcore and Jungle	Read: Bass, Mids, Tops Ch.6, 8 –9 Watch: Fabio & Grooverider 'Jungle: Where it All Began' https://www.youtube.com/watch?v=QUsmQrmCD38	The birth of the genre which comprises all the cultural elements previously discussed in class. A look into how the genre progressed and the stigmatization of the genre in mainstream British society Discussion post due before next class.
Feb 17th	Jungle to Drum and Bass	Read: Bass, Mids, Tops Ch. 10 - 12	A look into how the genre progressed and the stigmatization of the genre in mainstream British society Discussion post due before next class.
Feb 24th	Pirate Radio	Read: Bass, Mids, Tops Ch. 14 Watch: The Black Curriculum Presents: Sounds of Black Britain, The Pirate Radio https://www.youtube.com/watch?v=ekvSdfxKbPA	The medium that facilitated the growth of underground electronic music in the U.K. and subverted the existing structure of the U.K. music industry. Discussion post due before next class.
Mar 3rd	The Rise of Garage	Read: Bass, Mids, Tops Ch. 13, 15	Another pivotal genre development in U.K. electronic music history Discussion post due before next class.
Mar 10th	Grime	Read: Bass, Mids, Tops Ch. 16	Further evolution of electronic music, again highlighting the role of MCs. Discussion post due before next class.



Mar 24th	Dubstep	Read: Bass, Mids, Tops Ch. 17-19 Watch: Bassweight: A Dubstep Documentary https://www.youtube.com/watch?v=YVcX0Oc5j5E	Culturally defining genre for the mid 2000s and early 2010s, with a clear focus on the sound system and the bass whose name is a direct reference to the dub music previously discussed. Discussion post due before next class.
Mar 31st	Post-dubstep and UK Funky	Read: Bass, Mids, Tops Ch. 20-24 Watch: Don't Call it #Postdubstep https://www.youtube.com/watch?v=dvyF6ZKbfek&t=371s	The final period of the book, investigating how even in the diversification of U.K. bass music, Carribean sound system culture and musical influences remain. Discussion post due before next class.
Apr 7th	Kuduro Scene in Portugal	Watch: Encounter, Strangeness, and Translation as Responses to Lisboa's Batida Scene https://www.youtube.com/watch?time_continue=41&v=WsjpmAh7AV0&embeds_referring_euri=https%3A%2F%2Fplatevoice.com%2F&source_ve_path=Mjg2NjQsMjg2NjY Read: The Unrelenting Strength of Kuduro, Lisbon's Most Exciting Sound https://djmag.com/longreads/unrelenting-strength-kuduro-lisbons-most-exciting-sound	Overview of the batida scene in Lisbon, Portugal among the diaspora from Angola and other former African colonies.
Apr 14th	Other Examples of Migration and Electronic Music	Read: The Freedom of Dutch Bubbling https://wayneandwax.com/?p=8126 Read: The Birth of Asian Underground https://www.theguardian.com/music/2019/jan/11/asian-underground-music-eastern-electro-drumnbass	Other examples of postcolonial migration and the arrival of genres from LATAM, Africa, or Asia or the birth of genres within the diasporas from these countries. Final Paper due on April 26 th .
Apr 21st	Review of the Course, Brief Presentation of Paper Topics	Be prepared to briefly discuss the topic of your paper with the class.	Final Paper due on April 26 th .

*Spontaneity clause: The topics discussed on a particular day may be subject to change, depending on current events, and student and faculty interests.

CLASS FORMAT:

This course is designed to be interactive, and discussion based. Class sessions will focus on discussion of the assigned chapters/pages and related materials, potentially including supplementary readings, videos, and other materials. Class time will not be limited to discussion and potentially will include other activities, while there will be required out of class special events. Various written assignments and the final project give you an opportunity to reflect further on course materials, learn about and extend what you have learned in class.

Requirements:

1. Complete reading as assigned and be prepared to discuss in class.
2. Complete assignment and upload before class (12 assignments, 4 pts/assignment).
3. Complete an academic research paper investigating some aspect of the material covered in

class or a theme related to class material. The theme of this paper should be discussed and agreed upon with the peer instructor at some point before its submission.

Grading:

Students will be graded on the following criteria, out of 100 points:

1. Attendance (32 points)
2. Students are expected to submit assignments such as photographs, discussions before class (48 points)
3. Final Project (20 points)

Attendance: Attendance in this course is mandatory. One absence will be allowed without a deduction of points; every absence beyond one will result in a reduction of 10 points from the final grade. One additional absence documented by a doctor's note can be made up through special write up.

Grade scale for class points awarded:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

Criteria for academic research papers:

- Focus on a specific topic/question
- Minimum of 500 words
- 5 sources- two of which may be from existing class material, three must be from sources you research. Make sure these other sources are relevant and help you focus on the question you are addressing. One of these sources can be a website with a .edu, .gov, or .org ending. If a source is an ebook or digitized older book that will not count as a website. We will discuss further, and I am happy to discuss ideas.

DIVERSITY AND INCLUSION STATEMENT: We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated.

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning.

DISABILITIES: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the instructor when students request accommodation. Specifically, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

UF GRADING POLICIES: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .

ATTENDANCE: Requirements for class attendance, 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 at and participation in class sessions are mandatory, with

point totals described above. It is understood that valid absences may occur. If you have a valid

documented excuse and notify the instructor by email in advance, you will be able to make up missed class discussions through written means.

MAKEUP HOMEWORK DUE TO ILLNESS OR FAMILY EMERGENCY: No homework will be accepted late without formal documentation of illness or family emergency. Specifically, the student will need to have the Dean of Students Office (P202 Peabody Hall) send a formal accommodation document to course faculty stating that the student was unable to complete the homework on the scheduled date due to illness or family emergency. These notes from the Dean's Office must be received by course faculty within 3 business days after the homework is due. (See below for COVID-related information).

COURSE WEBSITE: Course website: E-Learning (Canvas) website, <http://lss.at.ufl.edu> The E-Learning (Canvas) website is where the class syllabus, handouts, notes, and assignments will be posted, along with any announcements. This site is also where you will find basic course-related information. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

MATERIALS AND SUPPLIES FEES: There are no materials and supplies fees assessed for this class.

STUDENT RESPONSIBILITY: Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.

STUDENT DEMEANOR: Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion, and to treat the other students and the instructor with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation.

ONLINE COURSE EVALUATION PROCESS: Please provide feedback on the quality of instruction in this course by completing the online evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but you will be informed about specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/results/>.

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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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 let us know.

RESOURCES FOR ADDITIONAL HELP: Health and Wellness → U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. → Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575 → UF Title IX: inform@titleix.ufl.edu , 352-273-1094 → University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/> Academic Resources → E-learning technical support, <https://lss.at.ufl.edu/help.shtml> , 352-392-4357 (select option 2), Learningsupport@ufl.edu → Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/> → Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conductcode/> → UF Student Success: For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>

UNIVERSITY COVID INFORMATION: Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.