HIST 6687 02: HISTORY OF HIP HOP
Course Syllabus
5:30-8:00 p.m. Tuesday
Pafford #206
Spring 2018

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Office Hours: Tuesdays 1:00-1:50 p.m., 3:30-5:00 p.m.; Thursdays 1:00-1:50 p.m.; and by appointment.
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DESCRIPTION

In a 2005 issue of the Journal of African American History, scholars Derrick P. Alridge and James B. Stewart observed: “According to many Hip Hop aficionados, Hip Hop culture consists of at least four fundamental elements: Disc jockeying (DJing), break dancing, graffiti art, and rapping (emceeing). Since its emergence in the South Bronx and throughout the northeast during the early and mid-1970s, Hip Hop has encompassed not just a musical genre, but also a style of dress, dialect and language, way of looking at the world, and an aesthetic that reflects the sensibilities of a large population of youth born between 1965 and 1984.”

This course will explore major topics in the history of Hip Hop.

GOALS

In this class, the instructor will work to help students develop and/or refine a number of skills. The first is the ability to craft and articulate well-reasoned arguments. The second is the ability to follow major current events pertaining to Hip Hop and trace their origins back to relevant historical antecedents in the time period covered by the course. The third is the ability to read and understand the central arguments of scholarly monographs and articles.

Additionally, the instructor will assist students in achieving the following learning graduate course outcomes, as outlined by the Department of History: (1) “Conduct historical research;” and (2) “Formulate and defend a historical argument in Standard English.”

COURSE TEXTS


GRADING

Participation (20%)

Attendance is mandatory. Students should come to class prepared to discuss the assigned readings and answer questions pertaining to the material. In-class writing assignments and homework assignments will also be part of the participation grade.

Course Paper – Proposal (10%)

Students will submit a proposal for a course paper. The paper will test reading comprehension skills, research skills, writing skills, and the ability to follow directions. The instructor will provide more details.

Course Paper – First Draft (30%)

Each student will submit a first draft of the course paper in order to receive the instructor’s feedback.

Course Paper – Final Draft (40%)

Each student will revise the first draft of the course paper in response to feedback and directions provided by the instructor.

DEADLINES

Deadline extensions for the submission of coursework will only be granted if the student provides an excuse approved by the instructor. A doctor’s note is one example of an acceptable excuse.

FORMAT FOR WRITTEN WORK

Write your full name, course number, section number, and the date on ALL written work you submit to the instructor.

All papers and homework assignments must be typed. Use 12-point font and double-spacing.

HONOR CODE EXPECTATIONS

Students should make sure to understand and strictly follow the standards of the university’s Honor Code as outlined in the Student Handbook. Cheating and plagiarism constitute violations of the Honor Code and will result in failing the course.

The Student Handbook defines cheating as: “using or attempting to use unauthorized materials, information or study aids.” It defines plagiarism as “representing the words or ideas of another as one’s own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.”
SPECIAL NEEDS STUDENTS

Please submit an official Student Accommodations Report (SAR) to the instructor if the Office of Disability Services has authorized you to receive special assistance during regular class meetings and/or test dates. For testing purposes, appropriate arrangements will be made in accordance with the following procedures outlined by the Office of Disability Services:

“Most Students With Disabilities (SWD) are entitled to 1.5 time on all tests in classes in which they have presented their Student Accommodations Report (SAR) to their professor and made advance arrangements with their professor for this extra time per test…Students have two options for receiving testing accommodations. They can make arrangements directly with their professor or test at the Learning Support and Testing Center.”

LECTURE RECORDING POLICY

Students are NOT permitted to record the instructor’s lectures. Exceptions will be made for students who submit a Student Accommodations Report (SAR) that explicitly requests permission to create recordings.

EXTRA CREDIT

Periodic extra credit opportunities may be available. The instructor will provide more details.

CURRENT EVENTS DISCUSSIONS

At the beginning of each class meeting, there will be a discussion period during which the class will work to compare and contrast historical events related to the course topic with current events.

Please come prepared to share at least one current event on the topic of religion every class meeting. Your current event must come from a news report aired or published by a credible, professional news organization (e.g.: PBS NewsHour, New York Times, Atlanta Journal-Constitution, or Times-Georgian).

Each current events discussion will begin with the stories shared by volunteers. After that, the instructor might begin “cold-calling” students. Be prepared for the instructor to ask you follow-up questions about the current events you share. Your fellow classmates might have some follow-up questions for you, as well.

Make sure you watch the news, read newspapers, read online news articles, and come to class ready to talk. Your performance during the current events discussion will be part of your participation grade.

IMPORTANT ADDITIONAL INFORMATION

https://www.westga.edu/UWGSSyllabusPolicies/
SCHEDULE OF CLASSES*

*Note: Students are expected to complete the assigned readings **BEFORE** the dates they appear on the class schedule. Please come to class ready to discuss the reading selections. The instructor might ask you oral questions or administer unannounced pop quizzes on the content of the readings.

Some required selections are available online either at the designated URL or as JSTOR articles.

Students will need to complete readings in addition to the ones listed below as part of process the preparing the course paper. The instructor will provide additional details.

This syllabus is subject to modification.

COURSE INTRODUCTION
January 9

ORIGINS OF AFRICAN AMERICAN MUSIC/
THE FUNDAMENTALS OF “SOUL”
January 16

Maultsby, Portia K. “A History of African American Music Chart”
http://honor.carnegiehall.org/honor/history/index.aspx


FROM THE CIVIL RIGHTS GENERATION TO THE HIP HOP GENERATION
January 23

Alridge, Derrick P. “From Civil Rights to Hip Hop: Toward a Nexus of Ideas.” *Journal of African American History* [“The History of Hip Hop”] 90 (Summer, 2005): 226-252. [JSTOR]

Orejuela, 1-56.

OLD SCHOOL/“MIDDLE SCHOOL”/NEW SCHOOL
January 30

Orejuela, 57-106

THE “N-WORD”
February 6


WOMANISM AND FEMINISM
February 13


“GANGSTA” RAP
February 20

Orejuela, 107-172.

DISCUSSION OF “RAP AND RELIGION”
February 27

Utley, 1-92.

DISCUSSION OF “RAP AND RELIGION” (con’d)
March 6

Utley, 93-190.

DISCUSSION OF “TO THE BREAK OF DAWN”
March 13

Cobb, 1-76.

SPRING BREAK
March 19-24

DISCUSSION OF “TO THE BREAK OF DAWN” (con’d)
March 27

Cobb, 77-170.

DISCUSSION OF “DECODED”
April 3

Jay-Z, 1-149.
DISCUSSION OF “DECODED”
April 10

Jay-Z, 150-324.

NEW DIRECTIONS
April 17

Orejuela, 173-213.

END-OF-THE SEMESTER SUMMARY/REVIEW
April 24

IN-CLASS WRITING ACTIVITY
Tuesday, May 8, 5:00 pm-7:00 pm