

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016

Discipline: History

HIST 2559-501&502: Hip-Hop, History, and Global Movements

Division: Lower

Instructor: Derrick P. Alridge

Credit Hours: 3; Contact Hours: 38

COURSE DESCRIPTION

This course explores the history of hip-hop as a social movement in the United States and around the globe. More specifically, the course focuses on 1) the intellectual and ideological linkages between hip-hop in the U.S. and social movements in Asia and Africa; 2) hip-hop as a global revolutionary pedagogy; 3) hip-hop as an instrument for raising social consciousness; and 4) hip-hop as a form of global literacy. As much as possible, course readings and films will coincide with destinations on the voyage. The course will include mini-lectures, group discussions, poetry readings, emcee and spoken word sessions, critical reviews of hip-hop music, and pre-recorded guest talks by prominent hip-hop historians and scholars. *We will debrief about our experiences after each destination.*

COURSE OBJECTIVES

Students will

- learn the history of hip-hop in the United States and in countries in Asia and Africa.
- discern how hip-hop has been used in social movements around the world.
- explore how hip-hop has become a form of global literacy.
- imagine how hip-hop might be used to address global social problems and tensions.

REQUIRED TEXTS

Alridge, Derrick P., Stewart, James B. & Franklin, V.P. (eds). *Message in the Music: Hip-Hop, History, and Pedagogy*. Washington, DC: Association for the Study of African American Life and History Press, 2011.

Alim, Sammy (ed.). *Global Linguistic Flows: Hip-Hop Cultures, Youth Identities, and the Politics of Language*. New York: Routledge, 2008.

Osurmare, Halifu. *The Hiplife in Ghana: West African Indigenization of Hip-Hop*. New York: Palgrave Macmillan, 2013.

Additional readings will be posted in the course folder on the shipboard intranet system.

- B5
Jan. 18 **Hip-Hop in Japan**
Reading: Nasuko Tsujimura and Stuart Davis, "Dragon Ash and the Reinterpretation of Hip-Hop: On the Notion of Rhyme in Japanese Hip-Hop" from *Global Linguistic Flows*
- Study Day: January 19
- B6
Jan. 21 **Hip-Hop in Japan**
Hip-Hop Music Presentations
- B7
Jan. 23 **Hip-Hop in Japan**
Hip-Hop Music Presentations
- Yokohama: January 24-25
In-Transit: January 26
Kobe: January 27-28
- B8
Jan. 30 **Hip-Hop in China**
Reading: Angel Lin, "Respect for Da Chopstik Hip-Hop': The Politics, Poetics, and Pedagogy of Cantonese Verbal Art in Hong Kong" from *Global Linguistic Flows*
- Shanghai: January 31-February 1
In-Transit: February 2-3
Hong Kong: February 4-5
- B9
Feb. 7 **Hip-Hop in China**
Reading: Bernard Bell, "Globalization and the Radical Impact of African American Hip-Hop Culture and Rap in the People's Republic of China" from *Message in the Music*
- Ho Chi Minh: February 8-12
- B10
Feb. 14 **Globalizing the Hip-Hop Movement**
Hip-Hop Music Presentations
- Study Day: February 15
- B11
Feb. 17 **MIDTERM EXAM**
- Yangon: February 18-22
- B12
Feb. 24 **Hip-Hop in India**
Reading: Vijay Prashad, "My Hip-Hop Life," and Deepti Hajela, "How Hip-Hop Helped an Indian Girl Find Her Way Home," from *Desi Rap: and South Asian America*
Hip-Hop Music Presentations

- B13
Feb. 26 **Hip-Hop in India**
Activities: Hip-Hop Music Presentations and view *Breaking Bombay*

Cochin: February 27-March 3
- B14
Mar. 5 **Globalizing the Hip-Hop Movement**
Cypher - Students will share spoken word and address aspects of hip-hop culture based on their experiences on Semester at Sea.

Study Day: March 6
- B15
Mar. 8 **Hip-Hop in Africa**
Mini-lecture
Activity: View *Fela in Concert*

Port Louis: March 9
- B16
Mar. 11 **Hip-Hop in Africa**
Reading: Christina Higgins, “From Da Bomb to Bomba: Global Hip-Hop Nation Language in Tanzania” from *Global Linguistic Flows*

Study Day: March 12
- B17
Mar. 14 **Hip-Hop in Africa**
Reading: Red, Hot + Riot, *The Spirit and Music of Fela Kuti*
Activity: View *African Underground, Democracy in Dakar* (2009)

Cape Town: March 15-20
Field Lab in Cape Town (Section 1 only)
- B18
Mar. 22 **Hip-Hop in South Africa**
Reading: Asheru, *Sleepless in Soweto*
Activity: Group Discussion of *Sleepless in Soweto*
- B19
Mar. 24 **Hip-Hop in Ghana**
Reading: Halifu Osumare, “Every Hood Has Its Own Style” and “Empowering the Young: Hiplife’s Youth Agency” from *The Hiplife in Ghana: West African Indigenization of Hip-Hop*
- B20
Mar. 25 **Hip-Hop in Ghana**
Reading: Halifu Osumare, “‘Society of the Spectacle’: Hiplife and Corporate Recolonization” and “‘The Game’: Hiplife’s Counter-Hegemonic Discourse” from *The Hiplife in Ghana: West African Indigenization of Hip-Hop*

Takoradi: March 27-28
Tema (Accra): March 29-31

B21 Apr. 02	Hip-Hop in Ghana Activity: Hip-Hop Music Presentations
B22 Apr. 04	Activity: Hip-Hop Music Presentations
B23 Apr. 06	Activity: Hip-Hop Music Presentations View <i>I Love Hip-Hop in Morocco</i> documentary Casablanca: April 7-11 Study Day: April 12
B24 Apr. 14	Final Exam and Group Project Papers Due
Apr. 16	Disembarkation Day

FIELD WORK

Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.) Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

The field lab for Section 1 takes place in Cape Town, South Africa on March 16.

The field lab for Section 2 takes place in Tema (Accra), Ghana on March 30.

Descriptions:

Section 1 – Cape Town, South Africa

The purpose of the Field Lab assignment is for students to connect the course readings and discussions with "real world" activities and experiences. Prior to the field lab in Cape Town, South Africa we will study hip-hop on the continent of Africa. We will also listen to some of the most popular hip-hop groups in the country. This field lab is in the developmental stages at this point.

Section 2 – Tema (Accra), Ghana

This Field Lab will be in Ghana and follow the same format as the field lab in Cape Town, South Africa

Dates of the field lab to be determined.

Field Lab Essay

Write an 8-10 page essay on your field lab experience. The essay should include the following elements:

- A brief statement about your prior expectations of the field lab.
- Your interpretation of the discussions and activities related to the field lab.
- A discussion and analysis of readings and class discussions as they relate to the field lab.
- A discussion about hip-hop in your field lab might be used to inform the world about what's going on in Japan or Ghana.

METHODS OF EVALUATION / GRADING RUBRIC

Reading Critiques	15%
Midterm Exam	20%
Hip-Hop Music Group	25%
Final Exam Project	20%
Field Lab	20%

Attendance Policy

Full participation in the course (including class and field lab attendance and completion of assignments and exams) is expected. Absences are only excused when accompanied by a note from the doctor in the clinic.

Email Policy

Students are expected to activate and then check on a frequent and consistent basis their official Semester at Sea email address to remain informed of course communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

Grading Scale

A	Exemplary (95-100)
A-	Excellent (90-94)
B+	Very good (85-89)
B	Good (80-84)
B-	Slightly above satisfactory (75-79)
C+	Satisfactory (70-74)
C	Satisfactory (66-69)
C-	Barely Satisfactory (62-65)
D	Unsatisfactory (58-61)
F	Failure (Below 58)

Learning Activity Descriptions:

1. Reading Critiques

You are required to write a one-page critique of the readings before class. At the beginning of each class, I will collect reading critiques from several students. Over the course of the semester, each student will turn in five reading critiques. I will average your grades on the reading critiques to determine your final grade for this learning activity. The purpose of the reading critiques is to help stimulate meaningful and deep discussion during class and prepare you to participate in various group and class activities.

2. Midterm Exam

The purpose the midterm exam is for you to demonstrate what you have learned in the class. You will do so by synthesizing and analyzing ideas from the readings and class discussions. This assignment will be given during class.

3. Hip-Hop Music Group Presentation and Project

Hip-Hop has served as a means of raising consciousness about social issues or problems in society. The purpose of this project is to identify and analyze a hip-hop album that raises awareness of societal problems and can be used as a tool for social justice. This semester we will discuss some of Michael Franti and Spearhead's work as an example of social justice music and

activism. Please choose a group/album that you are familiar with or push yourself to study a group or album you know little about. You will work in groups of four people for this project. This assignment will culminate in a 5-6 page paper that will incorporate ideas from the readings and class discussions.

4. Final Exam

The purpose of this assignment is to critique the readings, discussions, and your experiences over the semester. This final exam will be given during class.

5. Field Lab

The purpose of the Field Lab assignment is for students to connect the course readings and discussions with "real world" activities and experiences.

Guidelines for Learning Activities and Rubrics

Reading Critiques

The readings and discussions will be intense in this course. As a result, it is very important to stay abreast of the readings. Write a one-page critique of the reading assignment before each class. In your critique, address the following: 1) The author's main point; 2) Two observations from the reading; 3) How the reading relates to the course; and 4) Whether or not you like the reading, why or why not?

Rubric for Reading Critiques

Excellent (Above average analysis, well-written)	100%
Good (Good analysis, well-written)	85%
Below average (Rudimentary overview)	70%
Missing Assignment	0%

Midterm

The purpose of this assignment is to synthesize and analyze the concepts and ideas from the readings and class discussion. This assignment will entail responding to three or four essay questions. A study guide will be provided a few days before the midterm.

Holistic Rubric for Midterm

- 95-100** **Above Average:** The instructor can easily identify the focus of the work and is engaged by its clear focus and relevant details. Information is presented logically and naturally. Mechanical errors or misspelled words do not distract the reader.
- 88-94** **Very Good:** The instructor can identify the focus of the student work which is supported by relevant ideas and supporting details. Information is presented in a logical manner that is easily followed. Minimal interruption to the work due to misspellings and/or mechanical errors.
- 82-87** **Good:** The instructor can identify the central purpose of the student work without little difficulty and supporting ideas are present and clear. The information is presented in an orderly fashion that can be followed with little difficulty. There are some misspellings and/or mechanical errors, but they do not seriously distract from the work.
- 75-81** **Needs Improvement:** The instructor cannot clearly or easily identify the central ideas or purpose of the student work. Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas. There are many misspellings and/or mechanical errors that negatively affect the audience's ability to read the work.
- Below 75** **Unacceptable:** Arrange a meeting with me as soon as possible.

Final Exam

The purpose of the final exam is for you to synthesize and analyze the concepts and ideas you have learned over the course of the semester. Thus, the final will be cumulative. This assignment will entail responding to three or four essay questions. A study guide will be provided a few days before the final.

Holistic Rubric for the Final Exam

- 95-100** **Above Average:** The instructor can easily identify the focus of the work and is engaged by its clear focus and relevant details. Information is presented logically and naturally. Mechanical errors or misspelled words do not distract the reader.

- 88-94** **Very Good:** The instructor can identify the focus of the student work which is supported by relevant ideas and supporting details. Information is presented in a logical manner that is easily followed. Minimal interruption to the work due to misspellings and/or mechanical errors.
- 82-87** **Good:** The instructor can identify the central purpose of the student work without little difficulty and supporting ideas are present and clear. The information is presented in an orderly fashion that can be followed with little difficulty. There are some misspellings and/or mechanical errors, but they do not seriously distract from the work.
- 75-81** **Needs Improvement:** The instructor cannot clearly or easily identify the central ideas or purpose of the student work. Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas. There are many misspellings and/or mechanical errors that negatively affect the audience's ability to read the work.
- Below 75** **Unacceptable:** Arrange a meeting with me as soon as possible.

Hip-Hop Music Group Presentation and Project

The Hip-Hop Music Group Presentation and Project is a formal assignment in which your group works together to critique a hip-hop album that raises awareness of a social issue in a country in Asia or Africa. The presentation may be in the form of a PowerPoint or video and should last no longer than 15 minutes. For the written part of the project, you should cite references and texts used in class, as well as sources that were not discussed in class. In length, the critique should be no more than eight double-spaced pages. The format described below should be used for the final draft of the paper. Provide a bibliography with no more than ten sources at the end of the paper.

- I. Bibliographic information*
Provide pertinent information and a summary of the tracks on the album.
- II. Brief background information on the artist(s)*
Provide information on the artist(s), which will help provide a context for your analysis.
- III. Type or classification of music*
Discuss the subgenre under which this album is classified (i.e. political, alternative, neo-soul, etc.). Do you agree with this classification? Why or why not? Could this album be classified under another category? What previous artist(s) does the artist/album under examination sound like or is the artist breaking new ground?
- IV. Major thesis of the album*
Discuss the major arguments and points the artist(s) is trying to make on the album. While you may discuss several individual tracks, I want you to conclude with a summary of three major points about the album. How successful is the artist(s) in making her or his arguments? What contradictions exist in the artist(s) attempt to make her or his

arguments? What tensions or complexities might a new listener, unfamiliar with the artist, find in listening to this album?

V. *Your evaluation of the album*

Develop clear criteria to critique the album. I will be looking for you to develop this criteria based on class readings and discussions. You may use a combination of these criteria if you like. You should also discuss the negative and positive aspects of the album, but in the end I would like your group to reach a consensus based on the criteria you developed. Also, while it is important for you to evaluate the musical elements and production qualities of the album, I will be looking closely at how well you evaluate the lyrical content. Be prepared to defend your evaluation in class.

Rubric for Hip-Hop Music Group Presentation and Project

#	<i>Components of Paper</i>	Criteria	<i>Point Value</i>	<i>Points Earned</i>
1	Presentation	Stayed within the 15 minutes allotted for presentation. Provided exemplar presentation via creative PowerPoint, video, or other format. Presentation was lively and intellectually stimulating. Group was prepared and worked well together.	33	
2	Written component	Very well written narrative. Extensive details and citations from books and articles to support the argument or thesis. Very close attention to citation format. Very few grammatical errors. Correct use of Chicago Manual of Style (Documentation Style 1, with endnotes).	33	
3	Overall Analysis	Presentation and paper offer exceptional depth of analysis. Exhibits clear understanding of proposed album or artist within historical context.	33	

Key:

- 33 Excellent
- 30 Good
- 27 Average
- 24 Sufficient
- 21 Insufficient

Holistic Rubric for Field Lab Essay

- 95-100** **Above Average:** The instructor is able to easily identify the focus of the essay and is engaged by its clear focus and relevant details. Information is presented logically and naturally. Mechanical errors or misspelled words do not distract the reader.
- 88-94** **Very Good:** The instructor is easily able to identify the focus of the essay, which is supported by relevant ideas and supporting details. Information is presented in a logical manner that is easily followed. Minimal interruption to the work due to misspellings and/or mechanical errors.
- 82-87** **Good:** The instructor can identify the central purpose of the student work without little difficulty and supporting ideas are present and clear. The information is presented in an orderly fashion that can be followed with little difficulty. There are some misspellings and/or mechanical errors, but they do not seriously distract from the work.
- 75-81** **Needs Improvement:** The instructor cannot clearly or easily identify the central ideas or purpose of the student work. Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas. There are many misspellings and/or mechanical errors that negatively affect the audience's ability to read the work.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."