ASC 1138--JAY-Z: IN THA' MIX

JAY-Z: IN THA' MIX   CREDIT HOURS

Leta Hendricks
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Tel: 614-688-7478
Classroom –   Room 150A Thompson Library
Class Meeting –   Fridays – 1:30 – 2:18 p.m.   January 11 – April 19, 2013
Office Hours –   Tuesday – 9:00 – 11:00 a.m. and by appointment
WEB Site –
Twitter –
Second Life-   Hip Hop Underground   http://slurl.com/secondlife/Cybrary%20City%20II/77/198/8

SYLLABUS

COURSE DESCRIPTION

JAY-Z is an entrepreneurial phenomenon of the last the twenty years. This seminar examines JAY-Z from different perspectives as an artist and as a businessman. The seminar will discuss perspectives and beliefs about rap music and popular culture. JAY-Z is currently one of the most influential iconic figures of Global Pop Culture. His music embodies the quintessentially "African American" genre of music, we will study his musical roots, trace the development of his career and connect JAY-Z with his culture. An analysis of his business empire will include his drug-marked youth, musical achievements, and urban-informed business savvy. The Seminar will discuss his lyrics and their meanings which reveal JAY-Z's art and life. JAY-Z heavily borrows from American musical and literary traditions through an examination of select recordings, autobiography, film, essays and criticism, this Seminar will provide students the opportunity to discover the significance of JAY-Z's contributions to lyric writing, popular music, and beyond.

The following resources will facilitate students learning development by using multiple content formats. DJ Hero will engage students through gameplay, simulating DJ turntablism (mixing styles and techniques) connecting gaming activities to assignments, discussions, and projects on JAY-Z and current Rap artists. Assorted book formats and iTunes media provide a cumulative digital experience for the student's knowledge taxonomy including: creating, reading, listening, note-taking, sharing, and self-exploration. Seminar materials will help students to create and coordinate diverse media activities; construct personal content and complete assignments.

COURSE OBJECTIVES

Upon the course's completion, students should:
   Find, identify, and evaluate information resources.
   Understand the value of using multiple media formats in learning.
   Recognize Rap Music as an art and business.
   Appreciate the lives and careers of significant rap artists.
   Recognize the specific contributions of rap music to world culture.

METHODS OF INSTRUCTION
The following methods of instruction will be used:
   Assigned Readings
   Digital Media
   Discussions
   Droppin' Beats
   Short Essay
   Subject Projects

COURSE MANAGEMENT
Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. As obligated by university rules (Faculty Rule 3335–5–487), the instructor will report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Services
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. 614 – 292 – 3307, TDD 614 – 292 – 0901 (http://www.ods.ohiostate.edu/).

OSU Counseling and Consultation Service (CCS)
Free counseling services are available to help undergraduate and graduate students and their spouses/partners to address personal, academic, and career concerns. 614 - 292 – 5766 (http://ccs–server.ccs.ohio–state.edu/).

COURSE MANAGEMENT (CONTINUED)

Statement on Diversity
The Ohio State University affirms the importance and value of diversity in the University Community. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Copyright and Fair Use
Fair use allows limited use of copyrighted material without permission from the copyright holder for purposes such as criticism, parody, news reporting, research and scholarship, and teaching. Educational institutions and governmental agencies are also authorized by a separate copyright statute to publicly display and perform others' works in the course of face-to-face teaching activities, and to a lesser degree, in digital distance education. These rights are described in Sections 110 (1) and (2), respectively, of the Copyright Act. (http://www.law.cornell.edu/uscode/html/uscode17/usc_sec_17_00000110----000-.html) More information about the recent expansion of Section 110(2)'s rights for digital distance education may be found in The TEACH Act (http://www.utsystem.edu/ogc/intellectualproperty/teachact.htm).

RESOURCES
●Readings

JAY-Z. *Decoded*. New York: Spiegel & Grau, 2010. [Kindle Enhanced Edition]

Bailey, Julius. *JAY-Z: Essays on Hip Hop's Philosopher King*. Jefferson, NC: McFarland, 2011. [Kindle Edition]

Greenburg, Zack O. M. *Empire State of Mind: How JAY-Z Went from Street Corner to Corner Office*. New York: Portfolio/Penguin, 2011. [Kindle Edition]
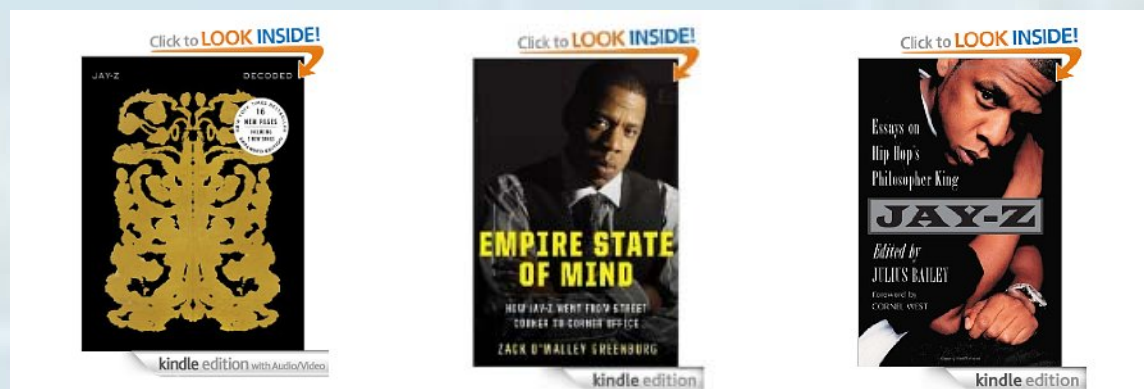
RESOURCES (CONTINUED)

ASC 1138--JAY-Z: IN THA' MIX

- **Seminar Folder**
  - Syllabus
  - Student Information Sheet
  - Guide to Library Resources and Services
  - Digital Media Guide
  - Elements of an MC
  - Rap Elements
  - Rap Poetry 101
  - Researcher Compendium

- **Library Resources**

All Music Guide to Hip–Hop
Free online music resource containing data on music: genres, artists, productions and ratings.
Available online at Online AMG• All Music (http://www.allmusic.com/)

Price, Emmett G. **Hip Hop Culture**. Santa Barbara: ABC– CLIO, 2006.
All inclusive reference resource on the history of Hip Hop culture including: fashion, language, lifestyle, business, and music.
(http://library.ohio-state.edu/record=b6202128~S7)

Oxford Music Online
Major music reference database providing online access to "Encyclopedia of Popular Music," "Grove Music Online," "The Oxford Companion to Music," and "The Oxford Dictionary of Music." (http://library.ohio-state.edu/record=e1000282~S7)

African–American Experience
Valuable ethnic database containing resources on the life, culture and history of African-Americans. Database features some audio content including interviews and music. (http://library.ohio-state.edu/record=e1000722~S7)

Oxford African American Studies Center
Comprehensive collection of scholarship focused on the lives and events which have shaped African-American and Africana history and culture. (http://library.ohio-state.edu/record=b6251211~S7)

RESOURCES (CONTINUED)

- **Library Resources**

  OhioLINK Electronic Book Center
  The Book Center contains full–text materials on all subjects, including encyclopedias, handbooks, textbooks, and guides. (http://ebooks.ohiolink.edu/ebc-home/)

  Pop Culture Universe: Icons, Idols, Ideas
  Interdisciplinary resource covering major events and trends in popular culture from the 1900s to the present with accompanying primary sources, course and individual research guides, images, and vetted links. (http://library.ohio-state.edu/record=e1001252~S7)

  Google Scholar
  Google Scholar provides free citation access to scholarly research including seamless access to CIC, OSU, and OhioLINK digital resources. (http://scholar.google.com/)

- **Social Media**

  Jay-Z | Myspace
  Jay-Z's Official Music Profile Page.
  www.myspace.com/jayz

  Life + Times
  Jay-Z's Official lifestyle guide to music, culture, fashion, and sports.
  lifeandtimes.com/

  JAY-Z's Channel
  JAY-Z's Official YouTube Videos.
  www.youtube.com/user/jayz

  Official Website of Roc Nation
  Official Roc Nation global entertainment company website.
  rocnation.com/home/

  Jay-Z | Facebook
  JAY-Z's Official Fan Facebook Page.
  www.facebook.com/JayZ

  Jay-Z Spotify Playlists
  JAY-Z Playlists on Spotify music site.
  http://sharemyplaylists.com/jay-z-s-career-in-60-songs

  JayZVEVO - YouTube
  JAY-Z's Official VEVO Videos.
  www.youtube.com/user/JayZ

  Island Def Jam : Roc-A-Fella
  Official music label and artists pages.
  www.islanddefjam.com/

  JAY Z (@JayZ) on Twitter
  JAY-Z's Official Twitter Page.
  twitter.com/#!/jayz
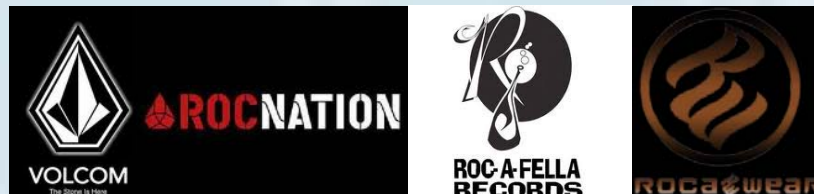
  Jay-Z – Last.fm
  Free streaming audios, videos, concerts, statistics, and pictures music site.
  www.last.fm/music/Jay-Z

  Empire | Facebook
  Game character rises from the Brooklyn Projects to global fame and fortune.
  http://apps.facebook.com/jayzempire/

  Rocawear
  Rocawear Official fashion website.
  www.rocawear.com/

ASSIGNMENTS (Subject to Change)

Week One: INTRODUCTION

Introduction to The Ohio State University Libraries

Video: Rap is Poetry

Discussion: Introductions

Week Two: SPIT
READINGS

Discussion: Rap Elements
3-Minute Rapper: Reasonable Doubt/American Gangster

Week Three: REMIX
READINGS

Discussion Board: Old School
Droppin' Beats: Grand Master Flash

ASSIGNMENTS (CONTINUED)

STUDIO
RECORDINGS

Reasonable Doubt -'96

In My Lifetime, Vol. 1 -'97

Vol. 2... Hard Knock Life - '98

Vol. 3... Life and Times of S. Carter -'99
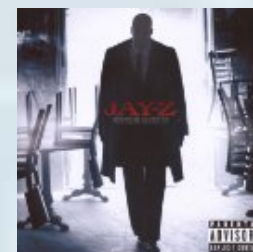
The Dynasty: Roc La Familia-'00

The Blueprint-'01

The Blueprint 2: The Gift & The Curse - '02

The Black Album-'03

Kingdom Come-'06

American Gangster - '07

The Blueprint 3-'09

Week Four: DROPPIN' SCIENCE

The Three Rs
Connection Tools
Bibliographic Styles
Evaluation
Library Research
Library Catalogs
Full Text Resources
Research Management

Week Five: SPIT

READINGS

JAY-Z. Decoded:

Discussion: Tha' Streets
3-Minute Rapper: The Black Album/ The Blueprint Vol. 3 …

ASSIGNMENTS (CONTINUED)

GRAMMYS

"11 Best Rap Performance	"Otis" JAY-Z & Kanye West, artists
'10 Best Rap Performance By A Duo Or Group	"On To The Next One" JAY-Z & Swizz Beatz, artists
'10 Best Rap/Sung Collaboration	"Empire State Of Mind" Alicia Keys & JAY-Z, artists
'09 Best Rap Solo Performance	"D.O.A. (Death Of Auto-Tune)"
'09 Best Rap/Sung Collaboration	"Run This Town" JAY-Z, Kanye West & Rihanna, artists
'08 Best Rap Performance By A Duo Or Group	"Swagga Like Us" JAY-Z, Kanye West, Lil Wayne & T.I., artists
'04 Best Rap Solo Performance	"99 Problems"
'03 Best R&B Song	"Crazy In Love" Beyoncé Knowles, JAY-Z & Rich Harrison, songwriters
'03 Best Rap/Sung Collaboration	"Crazy In Love" Beyoncé Knowles & JAY-Z, artists
'98 Best Rap Album	"Vol. 2…Hard Knock Life" JAY-Z, artist. Joe Quinde, engineer/mixer

Week Six: REMIX
READINGS

Discussion Board: Roc-a-Fella
Droppin' Beats: Grandmaster Flash & The Furious Five feat.
Melle Mel & Duke Bootee - "The Message"
Afrika Bambaataa and The Soul Sonic Force - "Planet Rock"

Week Seven: REMIX
READINGS

Discussion Board: Art vs. Money
Droppin' Beats: Jay-Z feat. Pharrell - "Change Clothes" vs. 2Pac - "All Eyez on Me" and Vanilla Ice - "Ice Ice Baby" vs. MC Hammer - "U Can't Touch This"

Week Eight: In Tha' Mix.
                  Project #1 Presentations

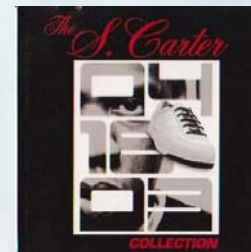Week Nine: In Tha' Mix.
                  Project #1 Presentations

Week Ten: SPIT
READINGS

ASSIGNMENTS

TIMELINE

Born December 4, 1970 Shawn Corey Carter in Brooklyn, NY

1986 JAY-Z joins "Hi Potent"

1995 JAY-Z drops first solo single "In My Lifetime"

1996 JAY-Z, Damon Dash, and Kareem Burke start Roc-A-Fella Records

1998 JAY-Z's earliest music video appears in "Streets Is Watching"

1999 JAY-Z and DMX donate concert night profits to Columbine families and victims

1999 JAY-Z arrested for the stabbing of Lance "Un" Rivera

1999 JAY-Z and Damon Dash create Rocawear Clothing

2001 JAY-Z sentenced to 3 years for stabbing Lance "Un" Rivera

2004 JAY-Z appointed Def Jam President

2004 JAY-Z removes R. Kelly from the "Unfinished Business Tour"

2004 JAY-Z's bio-documentary "Fade to Black" is released

2005 JAY-Z performs at the Live 8 Concerts

April 4, 2008 JAY-Z and Beyoncé get married

2009 JAY-Z leaves Def Jam

January 7, 2012 Born Baby Blue Ivy Carter

Week Ten: SPIT_(CONTINUED)
READINGS

Discussion: Street Meets Wall Street
3-Minute Rapper: Hell Yeah (Pimp the System)

Week Eleven: REMIX
READINGS

Discussion Board: Transcending Rap
Droppin' Beats: Jay-Z - "Izzo (H.O.V.A.)" Vs. Jackson 5 - "I Want You Back" Droppin' Beats: Jay-Z - "Izzo (H.O.V.A.)" vs. Eminem - "My Name Is"
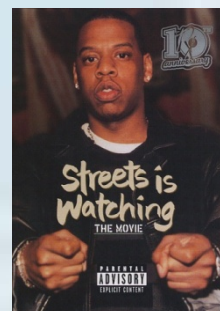
Week Twelve: SPIT
READINGS

ASSIGNMENTS

VIDEOGRAPHY

Streets Is Watching 1998

Backstage 2000

Paper Soldiers 2003

State Property 2002

Fade to Black 2004

Week Twelve: SPIT   (CONTINUED)
READINGS

Discussion: Retirement
3-Minute Rapper: Kanye and Kingdom Come

Week Thirteen: REMIX
READINGS

Discussion Board: Beyoncé and Kanye
Droppin' Beats: Jay-Z - "Excuse Me Miss" vs. Rick James - "Give It To Me" Jay-Z feat. Pharrell - "Change Clothes" vs. 2Pac -   "All Eyez on Me"

Week Fourteen: THAT'S A WRAP
Special Guest Ms. Alicia Perkins
         "On to the Next One"

Discussion: Semiotics

Week Fifteen: IN THA' HOUSE Project #2 Due _____ ____
Special Guest: TBA

GRADING

DJ HERO RENEGADE: JAY-Z

"Ain't No N**** "
(featuring Foxy Brown)

"Where I'm From"

"Hard Knock Life
(Ghetto Anthem)"

"Jigga My N****"
(featuring Ruff Ryders)

"I Just Wanna Love U
(Give it 2 Me)"

"Izzo (H.O.V.A.)"

"03' Bonnie & Clyde"
(featuring Beyoncé Knowles)

"Dirt Off Your Shoulder"

"Show Me What You Got"

"Roc Boys
(And the Winner Is...)"

"Brooklyn Go Hard
(Featuring Santigold)"

"D.O.A.
(Death of Auto Tune)"

1. Class Attendance. **Absence Deductions –5%**
2. Class Participation. 10%
3. 3-Minute Rapper and Discussion Board 20%
4. Complete Project #1 based on discussions, readings, and library sources. 30%
4. Complete Project #2 scholarly resource annotations. 40%

Course Grading: Satisfactory/ Unsatisfactory (Satisfactory = 80%).
Please check the Course Calendar within CARMEN (available from the seminar home page) for assignment due dates.

ACTIVITIES

Discussion:	Demonstrate knowledge of assigned readings through class participation.	Every Class Session
Discussion Board:	Analyze Rap Music Culture theories.	Remix Friday
3-Minute Rapper:	Explain JAY-Z's lyrical ideas, concepts, and aesthetics.	Spit Friday
Droppin' Beats:	Group activity to interact and collaborate with a key object in Rap Music.	Remix Class Session

ACTIVITIES (CONTINUED)

ASC 1138--JAY-Z: IN THA' MIX

Project #1
The first project is an oral presentation (rapper flow down) comparing the aesthetics and flow of JAY-Z vs. a significant rap artist or group.

The Project #1 will demonstrate your understanding of JAY-Z's MCing style: you should aim to find the best resources (representations) on your subject.

The oral presentation must contain:
1. At least ten minutes length.
2. Discussion on the research process.
3. Oral report should include a written bibliography of at least five resources.
4. The citations should be in correct MLA citation format.
5. The sources chosen should be, overall, appropriate to the subject: relevant, timely, and authoritative.

Project #2
The final project is an annotated bibliography due at the last class session. The bibliography continues Project #1 topic.

The bibliography will demonstrate your research skills: you should aim to find the best research on your topic. Any reader should be able to use your bibliography as a pathfinder for your topic.

The bibliography must contain:
1. At least ten annotated citations.
2. At least two citations or more from discussed resources.
3. Each annotation should use evaluation criteria discussed in week two.
4. Citations should be in correct MLA citation format.
5. The sources chosen should be appropriate to the topic.

LETA HENDRICKS 07/30/12

The Libraries' Instructor Development Program
2012

Program summary

The Libraries' Instructor Development Program is designed for librarians and library staff who are involved in, or hope to be involved in, teaching students library, research, or information concepts and skills.

Participants engage in a learning community for developing general skills to teach with technology and to work intensively on a particular technology or teaching situation. To help participants achieve their goal, this program consists of a variety of activities including informal group discussions, workshops, readings, and presentations. Participants also receive technical support and funding to help them accomplish their project goals. Effectiveness and value of the program are evaluated using feedback forms or online surveys following monthly group gatherings or workshops. A final program assessment includes questions tapping participants' assessment of their own learning, overall satisfaction with the program, and suggestions for future programming.

For more information about the program, please go to http://go.osu.edu/libidp, or contact program coordinator Karen Diaz (diaz.28@osu.edu)
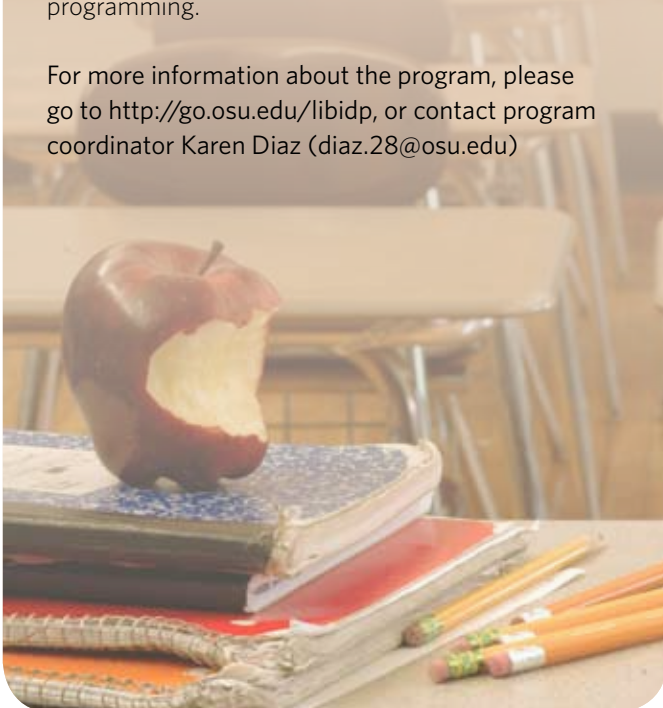
Individual project summaries

Instructional Games for Information Literacy Skills
Danny Dotson, Mathematical Sciences Librarian & Science Education Specialist

This project started out with a desire to have a more fun and interactive way for students to practice skills related to creating searches – especially skills related to syntax. These were developed from errors I have seen over the past few years in courses I have taught (and one I developed) offered by the OSU Libraries. Through this course, I developed a number of drilling/practice games that involve activities such as matching (drag and drop), multiple choice/select, and a few crossword puzzles. Simultaneously, a revision of several tutorials on OSU Libraries' net.TUTOR provided an opportunity for using these types of games as activities and self-testing quizzes for tutorials on the site.

JAY-Z: IN THA' MIX
Leta Hendricks, Human Ecology Librarian

My project was to develop a freshman seminar that examines JAY-Z from different perspectives as an artist and as a businessman. The Seminar traces his musical roots, the development of his career and his connection with Hip Hop culture. Using a variety of digital resources to facilitate learning, students will come to understand how different content types meet different information needs. DJ Hero will engage students through gameplay, simulating DJ turntablism (mixing styles and techniques) and connecting gaming activities to assignments, discussions, and projects on JAY-Z and current Rap artists. Assorted book formats and iTunes media provide a cumulative digital experience for the student's knowledge taxonomy including: creating, reading, listening, note-taking, sharing, and self-exploration. Seminar materials will help students to create and coordinate diverse media activities; construct personal content and complete assignments.

The Xtranormal Approach: Helping Non-Affiliated Users Find Their Way

Deidra Herring, Education Subject Librarian

The IDP created an opportunity for me to examine comprehensive technologies available to create informative videos in a short period of time. Xtranormal turned out to be the platform I was looking for. This allowed me to create a variety of FAQ's that could be published anywhere to help non-affiliated users.

Arts & Sciences 2120

Brian Leaf, Instructional Design Resident Librarian

I led the revision of the online Arts & Sciences 2120 course, "Information Search, Evaluation, and Use." Using backward design as well as the latest in teaching & learning research, we designed a class that engages students in the use of sources through Wikipedia. Some of the initial ideas were piloted in Spring 2012 and gave us rich data we could use to improve the course further. The first offering of the new course will be in Fall 2012.

Integrating Information Literacy Into the Veterinary Medicine Curriculum

Jessica Page, Veterinary Medicine Librarian

The College of Veterinary Medicine is creating new courses and reworking its curriculum so that, within four years, all professional students will receive information literacy training throughout their course of study. With this project, I've transformed an existing lecture for fourth-year students on evidence-based veterinary medicine into an online module that can be used by a broader set of students than I could otherwise reach. Additionally, this module can be built upon and can be provided to students earlier in the professional program as we work to develop the new curriculum.

Reinvigorating Classroom Teaching

Graham Walden, Germanic Languages and Literature Librarian

The aim of my project was to reinvigorate my classroom teaching in two main areas, namely Communication and German. The proposal called for multiple short (15 minute) in-person classroom presentations. During the course of the Instructor Development Program I presented 25 times. My showcase will highlight what I learned during the experience, who my library teachers were, how the teaching environment has changed since I began nearly 30 years ago, and how I plan to incorporate the lessons learned into future sessions.

THE OHIO STATE UNIVERSITY · UNIVERSITY LIBRARIES

Leta Hendricks Biography

I earned a B.A. (Honors) from Western Illinois University, in Black Studies (1977); and an M.A. from Atlanta University, Afro-American Studies , Thesis "Louis Armstrong, Jazz and the Twenties" (1979) and a M.S. from University of Illinois, Library and Information Science (1989). My work history includes Librarian, Galesburg Public Library, Special Collections in Galesburg, Illinois (1986 - 1989); First Minority Librarian Intern, The Ohio State University, University Libraries, in Columbus, Ohio (1989 - 1991); Head of The Human Ecology Library, The Ohio State University, University Libraries, in Columbus, Ohio (1991-1998); and tenure with promotion in 1997.

As the Human Ecology Librarian, I provide general and specialized reference services; instruct library literacy courses; conduct special instruction for costume and textiles; develop and manage subject collections; collaborate with button, costume, and fashion communities. Instruction duties include the formation, development, and teaching of the Freshman Seminar "Droppin' Science." While working at the EHS Reference Desk I discovered that undergraduate and graduate students lacked the necessary technical and research skills for simple information searching and in-depth research. The 21st Century student needs systematic instruction, in a formal classroom setting, about information, research, and technology to be competitive and an academic success. Google is not the only source for information. University Libraries' current forty-eight minute information class lectures, workshops, and online assignments provide a cursory review of resources. Students need to know how to find, identify, and evaluate resources. Formal course instruction on information research will prepare students for understanding the digital age.