



**MOREHEAD STATE  
UNIVERSITY**

**MUSIC & THEATRE**



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***COURSE SYLLABUS:***

**Sounds of Change: Music and Politics**

MUSH 265 001

Fall Semester 2026

Dr. DuWayne C. Dale, Instructor

# **SOUNDS OF CHANGE: MUSIC AND POLITICS**

MUSH 265, SECTION 001

FALL SEMESTER, 2026

**Instructor:** Dr. DuWayne C. Dale  
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**Meeting Times:** T/TH 2:00pm-3:15pm, BMH Room 121 (3 credits)

**Catalog Description:** MUSH 265. Sounds of Change: Music and Politics. (3-0-3). Fall and Spring. This course explores the role of music in shaping political thought and driving social change in the United States.

## **Student Learning Outcomes (SLOs)–Students will successfully/effectively:**

1. Interpret primary sources—such as songs, recordings, performances, and related media—to understand cultural, social, and political contexts.
2. Identify and explain key examples of U.S. music that have influenced political dialogue or social movements across different historical periods.
3. Examine aspects of human cultures, past or present, from a variety of perspectives.
4. Examine the complex ethical/social responsibilities of American citizenship.

## **Required Text:**

Weissman, D. (2010). Talkin' 'Bout a Revolution. Hal Leonard. Instructor may provide additional supplemental reading.

## **Grading:**

Students' grade will be assessed according to accumulated points. Specific assessment criteria via an assignment rubric will always be provided at the time of assignment. See the assignment overview contained in this syllabus for more information about each assignment and assessment.

## **Grading Scale:**

A	=	90% to 100% of available points
B	=	80% to 89% of available points
C	=	70% to 79% of available points
D	=	60% to 69% of available points
E	=	0% to 59% of available points

## **Late Work Policy:**

Absence does not excuse the student from submitting course work on time or from completing course work assigned during the absence. Assignments will have a specific due date and time; any work submitted after the due date/time will be considered late. Late work will be accepted for 24 hours following the due date/time. The work will be graded, but the grade for all late work will be reduced by 50%. Work submitted more than 24 hours past the due date/time will not be graded and will receive a grade of "0."

**Attendance:**

Pursuant to [UAR 131.05](#), “Prompt and regular class attendance is the responsibility of all students. Students should be aware that excessive absenteeism, whether excused or unexcused, may affect their ability to earn a passing grade. University excused absences are grouped into five categories:

1. University-Sponsored Activities
2. Student/Family Illness/Death
3. Military Obligations
4. Jury Duty or Subpoena for Court Appearances
5. Major Religious Holidays.

**EXCUSED ABSENCES**

Excused absences sometimes occur (absences that fall under the UAR [UAR 131.05](#) guidelines above and for which the notifications instructions below have been followed). Despite excused status, though, absenteeism prevents a student from being able to receive instruction, practice requisite skills, participate in class discussions and activities, and may even impact fellow classmates. To that end, up to THREE (3) excused absences will be accepted without any negative impact to the student’s course grade. Each absence beyond that three total, even if excused according to [UAR 131.05](#) and our course notification instructions, will result in a one full letter-grade deduction in final course grade.

**UNEXCUSED ABSENCES**

Each unexcused class absence up to three total class absences will result in a one-half letter-grade deduction each. Each unexcused tardy/early departure—defined as not being present with all necessary supplies and equipment at the scheduled start of the class or leaving before the scheduled end of class—will count as one half of an unexcused absence. After three total class absences, each subsequent absence will result in a one full letter-grade deduction in final course grade.

A student who accumulates SEVEN (7) class absences (approx. 20% of class meetings), regardless of excused/unexcused status, will fail the course.

**Notification Instructions:**

Students must complete an [EXCUSED ABSENCE REQUEST FORM](#) and submit with acceptable documentation for any absence to be considered for excused status (the form is online and documentation must be uploaded at the time of submission). Any absence not accompanied by the [EXCUSED ABSENCE REQUEST FORM](#) and acceptable documentation will be considered unexcused.

**Late Work Policy:**

Absence does not excuse the student from submitting course work on time or from completing course work assigned during the absence. Assignments will have a specific due date and time; any work submitted after the due date/time will be considered late. Late work will be accepted for 24 hours following the due date/time. The work will be graded, but the grade for all late work will be reduced by 50%. Work submitted more than 24 hours past the due date/time will not be graded and will receive a grade of “0.”

## MUSH 265 COURSE OVERVIEW

MONTH	WEEK	NOTES
<b>AUG</b>	WEEK 1	Class Meetings: 8/18, 8/20 - Class introduction and syllabus review /Chapter 1 <b>DUE: Discussion Board 1 Responses (8/19 by 11:59pm, respond to two classmates by 11:59pm on 8/21)</b>
	WEEK 2	Class Meetings: 8/25, 8/27 - The Music of Native and African Americans
<b>SEP</b>	WEEK 3	Class Meetings: 9/1, 9/3 - The Music of Native and African Americans (continued) <b>DUE: Discussion Board 2 Responses (8/31 by 11:59pm, respond to two classmates by 11:59pm on 9/4)</b>
	WEEK 4	Class Meetings: 9/8, 9/10 - Women's Lives and Songs <b>DUE: Discussion Board 3 Responses (9/7 by 11:59pm, respond to two classmates by 11:59pm on 9/11)</b>
	WEEK 5	Class Meetings: 9/15, 9/17 - Protest Songs
	WEEK 6	Class Meetings: 9/22, 9/24 - Protest Songs (continued) <b>DUE: Discussion Board 4 Responses (9/21 by 11:59pm, respond to two classmates by 11:59pm on 9/25)</b>
	WEEK 7	Class Meetings: 9/29 - Protest Songs (continued)
<b>OCT</b>	WEEK 8	Class Meetings: 10/6, 10/8 - Protest Songs Project Presentations <b>DUE: PROTEST SONG IN-CLASS PRESENTATIONS</b>
	WEEK 9	Class Meetings: 10/13, 10/15 - Music of Spanish-Speaking Groups <b>DUE: Discussion Board 5 Responses (10/12 by 11:59pm, respond to two classmates by 11:59pm on 10/16)</b>
	WEEK 10	Class Meetings: 10/20, 10/22 - Rock and Roll
	WEEK 11	Class Meetings: 10/27, 10/29 - Rock and Roll (continued) <b>DUE: Discussion Board 6 Responses (10/26 by 11:59pm, respond to two classmates by 11:59pm on 10/30)</b>
<b>NOV</b>	WEEK 12	Class Meetings: 11/3, 11/5 - Rock and Roll (continued) <b>DUE: COMPARATIVE MOVEMENT ANALYSIS PROJECT (11/6 by 11:59pm)</b>
	WEEK 13	Class Meetings: 11/10, 11/12 - The Music of Hate <b>DUE: Discussion Board 7 Responses (11/9 by 11:59pm, respond to two classmates by 11:59pm on 11/13)</b>
	WEEK 14	Class Meetings: 11/17, 11/19 - Gulf Wars, 9/11, and Afganistan <b>DUE: Discussion Board 8 Responses (11/16 by 11:59pm, respond to two classmates by 11:59pm on 11/20)</b>
	WEEK 15	Class Meetings: 11/24 - Music and Social Change <b>DUE: Discussion Board 9 Responses (11/23 by 11:59pm, respond to two classmates by 11:59pm on 12/1)</b>
<b>DEC</b>	WEEK 16	Class Meetings: 12/1, 12/3 - Music and Social Change (continued)
	FINALS	Date/Time TBD - <b>PRESENTATION OF FINAL GROUP POSTER PROJECTS</b>

## MUSH 265 ASSIGNMENT OVERVIEW

ASSIGNMENT	POINTS	NOTES	SLO ALIGNMENT
<b>DISCUSSION BOARDS</b>	15 points each (135 total points)	After completing the assigned weekly reading, students will respond to questions posted via the class discussion board. A rubric will be shared with students to ensure they understand how responses are scored. See <a href="#">Course Overview</a> for due dates/times.	<b>SLO 1-4</b>
<b>PROTEST SONG PRESENTATION</b>	50 points	Students will choose one U.S. protest song from any period and analyze it as a cultural and historical artifact. A rubric will be shared with students to ensure they understand what presentations must include and how they are scored. See Course Overview for due date.	<b>SLO 2-4</b>
<b>CULTURAL MOVEMENT ANALYSIS PROJECT</b>	50 points	Students will create a visual chart or infographic along with a 2-3 page narrative comparing and contrasting the use of music in two U.S. social or political movements A rubric will be shared with students to ensure they understand how projects are scored. See Course Overview for due date.	<b>SLO 1-4</b>
<b>FINAL POSTER PROJECTS</b>	60 points	Group project—students will be randomly assigned to groups and will work together to create a presentation analyzing how music is used to confront or respond to a global human problem. A rubric will be shared with students to ensure they understand how projects are scored.	<b>SLO 1-4</b>

## SKILLS that SOAR!

### Supporting Student Success Beyond the Classroom

MSU is committed to preparing students for success in both their chosen professions and their communities. As part of this commitment, your learning experience in this course will support the development of one or more key transferable skills identified in the Kentucky Graduate Profile, a set of ten essential, future-ready competencies valued by employers and graduate programs alike. In addition to achieving the specific learning outcomes of this course, you will also have opportunities to develop and demonstrate one or more of the 10 essential Skills that SOAR. These skills are identified below and are intentionally integrated into course assignments, activities, and assessments to help you make meaningful connections between what you are learning now and your future academic, professional, and personal success.

Kentucky Graduate Profile 10 Essential Skills Addressed in This Course	Course Learning Outcome Alignment	Related Assignment / Activity
 <p>Communication: Communicate effectively by listening and responding professionally through writing and oral presentations</p>	SLO #3	Discussion Board Posts/ Responses to Classmates
 <p>Critical Thinking: Think critically by evaluating assumptions and assessing information to make informed conclusions and solve problems. Combine ideas in original ways to address issues.</p>	SLO #4	Final Class Poster Project
 <p>Quantitative Reasoning: Use data to analyze and solve numerical problems</p>		
 <p>Interpersonal Relations: Interact effectively through collaboration and respect with people from different backgrounds.</p>		
 <p>Leadership: Adapt to changing circumstances while leading and supporting others. Motivate others towards a common goal</p>		
 <p>Professionalism: Perform professionally adhering to the code of ethics in your field of study. Take the initiative, prioritize tasks and manage one's time.</p>		
 <p>Civic Engagement: Engage in political, social and other activities to address issues for the benefit of society.</p>		
 <p>Teamwork: Effectively collaborate, manage conflict and work in teams.</p>		
 <p>Career Development: Apply theoretical content, knowledge, skills and abilities to one's chosen career</p>		
 <p>Decision Making: Identify, evaluate and responsibly use information to make decisions.</p>		

**Emergency Procedures Statement:**

Students should familiarize themselves with emergency response protocols at: <http://www.moreheadstate.edu/emergency>. Emergency response information will be reviewed in class. Students should familiarize themselves with the nearest exit routes in campus spaces the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation.

**Academic Honesty:**

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately, including artificial intelligence. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog and at [Student Academic Misconduct: UAR 145.01](#).

**Americans with Disabilities Act (ADA):**

Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 202 ADUC\_ coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or [m.litton@moreheadstate.edu](mailto:m.litton@moreheadstate.edu), or visit their website at [www.moreheadstate.edu/studentsupport/disability-services/](http://www.moreheadstate.edu/studentsupport/disability-services/) for more information. NOTE: It is the student's responsibility to inform the instructor of any special needs before the end of the second week of classes and to provide appropriate documentation.

**Success Resource Links for Students:****Academic Support**

[Tutoring & Learning Center](#), [Office of Retention & Academic Advising](#),  
[Course Placement & Testing](#), [Career Services](#)

**Technology Support:**

[Computing resources](#), [Blackboard and Online Course Resources](#)

**Mental and Physical Health Resources:**

[Counseling & Health Services](#), [Recreation & Wellness](#)

**Financial Resources:**

[Financial Aid](#), [Eagle Essentials/SHARE Fund/Eagle Emergency Loans](#)