**Student Debates - Research Project and Presentations**

Overview
Working in groups, all students will participate in one of the debates we will hold in class. Each student will research a different aspect of their group's position, and will contribute to their group's audio-visual presentation.

Debate Topics and Positions
*Tuesday April 17 – Music and Political Censorship*
Group 1: Freedom of political expression in music should be protected (focus on USA)
Group 2: Censoring musicians for their political ideas is necessary in certain conditions (USA and/or International)
Group 3: Freedom of political expression in music should be protected (INTERNATIONAL focus)
*Thursday April 19 - Music, Freedom of Expression, & Censorship*
Group 4: Censorship is needed to combat discrimination, hate speech, and/or violent and offensive ideas (focus on USA)
Group 5: Freedom of expression in music should be protected at all costs, even it offends some people (US and/or int.)
Group 6: Censorship is needed to combat discrimination, hate speech, and/or violent and offensive ideas (INTERNATIONAL focus)
*Tuesday May 1 – Music & Copyright*
Group 7: File sharing is theft, and copyright holders' rights must be protected in the new media environment
Group 8: File sharing and new models of music distribution stimulate sales and help promote independent musicians
Group 9: The music industry needs to adopt new models that embrace new technology but protect intellectual copyright
*Thursday May 3 – Musical Appropriation (borrowing)*
Group 10: American and European musicians who appropriate/borrow ideas from non-western music are exploiting musicians in the third world
Group 11: Cultural exchange and musical appropriation/borrowing are inevitable, and fussing about appropriating third-world culture will only hamper musical creativity
Group 12: Musical appropriation/borrowing is inevitable, but western musicians who borrow from non-western music should place an emphasis on ethical issues and adequate compensation

Group Sign-up and Planning
By February 17th (6pm) at the latest, you should send me an email listing your top 3 choices for presentation topics. I will then put you into groups. You should then meet with the other students in your group to begin coordinating your presentation. Each group should decide how they are going to approach their topic and what general arguments they are going to focus on. I invite your creativity and imagination here. The topics I have provided are very broad, so they can be taken in many different directions according to your interpretation of them. You may wish to represent a specific organization's positions in a public or legal debate, or stay closer to your actual roles as scholars presenting evidence to support an argument. In the past, I have found that providing the background to a particular topic, and then presenting some concrete cases where the issues you have raised can be illustrated, has been a successful formula. This assignment is not about you coming up with arguments to support your own previously held views, but rather to argue points that have already been made in these debates. In fact, in some cases you may be arguing points that you disagree with! Feel free to bounce ideas off me or ask for suggestions.

Assignments and Due Dates (You are welcome to submit work BEFORE the due date)
Please put your name and group number on all work you hand in.
**Group Sign-up – Due February 17th (6pm)**
Send me an email listing your top 3 choices for presentation topics. Please indicate the specific group numbers you prefer.

**First Academic Source – Due March 15th** (*5% of Grade*) [hard copy and email]
Each student must submit the name of one academic written source (an article, book, dissertation, or chapter in a book) that they have found through RILM or Google Scholar (see the "Resources" section below) in accurate citation format (see the "How to Cite Sources" document, under the "Student Debates" folder on Blackboard). You should consult the source and write 3-5 sentences briefly summarizing the main points and stating how it can be used in your presentation.

**Research Summary – See Due Dates on Syllabus** (*35% of Grade)* [hard copy and email]

Each member of the group must conduct research to find more information on their group's position. Each student must find **AT LEAST one academic writing** (this can be the same as the one on your "First Academic Source") and **one other written source** (print articles, books, online articles or relevant organizations' websites, etc.) and summarize the main ideas. You must also find at least 1 audio or audio-visual source that demonstrates some of the points you found or is closely related to them.

Each student must submit to the instructor and the group a summary of the sources you have researched for your group's presentation. First, list your sources in proper citation format. Then, write **1-2 paragraphs** explaining how the information you gathered fits in to the debate you are participating in, and **one full page of bullet points** with possible arguments that may be used in your presentation (if preferred, you may do this in prose instead).

**Note:** Wikipedia, ehow.com, and other such sites are not acceptable sources to cite in academic work. Wikipedia articles may help point you to other sources on a topic, but you should not assume that Wikipedia posts are accurate.

**Presentation – See Dates on Syllabus** (*60% of Grade*)

After receiving your research summaries, I may provide feedback for you to consider in preparing your presentations. At this point, each group should begin planning a **12- to 16-minute presentation**. Every student must present on their own research, but you should work collaboratively to make sure the presentation flows well and that there is minimal overlap between each student's work. Remember that this is a public presentation, and you should make every effort to engage your audience. Be as imaginative and creative as you feel comfortable, while still making sure to clearly convey your points. After the presentations, students who did not present on that day will ask questions and evaluate the strength of the arguments put forward by each group.

**Each group should prepare slides** in a presentation program (e.g. PowerPoint) to display the main points you are discussing. BUT: PLEASE DO NOT READ EXACTLY WHAT IS ON YOUR POWERPOINT!!! This is a poor presentation style and you will lose marks if you do this.

The classroom is equipped with a computer, CD, DVD, and VHS players, and a 3.5mm stereo plug to connect audio from laptops and portable music players. You may also plug your own laptop into the projector (note: mac computers will require adaptors). Technology rarely works exactly how we expect it to, so it is advisable that you try out whatever technology you would like to use before or after the preceding class sessions to ensure that it will work. If your audio/visual aids are not working on the day of your presentation, you will be asked to proceed without them. I strongly advise you to PRACTICE your presentation in advance, and make sure to limit it to the allotted time.

By the class after your presentation, each group should submit BY EMAIL a single file listing all the sources you used for your presentation.

Grading

See percentage for each component of the project next to each heading above. I will post a document on Blackboard (under the "Student Debates" section) detailing the criteria upon which your presentation grade will be based.

Resources

***RILM Abstracts of Music Literature*** – This database is one of the best ways to find academic research on music. To get there, go to the BC Library webpage, click on Databases, and go to RILM. If you are off-campus, you will need to enter your BC ID/password. Once at the RILM page, you can do a search for the topic you are researching (e.g. "censorship," "copyright," or "appropriation" – no need to include "music" in your search, since all the items in this database are about music in one way or another). Shortcut:
http://dewey.brooklyn.cuny.edu/resources/?view=databases#R

***Oxford Music Online*** – A very comprehensive online source, including an encyclopedia of popular music. Access through the Brooklyn College Library: http://dewey.brooklyn.cuny.edu/resources/?view=databases#O

***The Garland Encyclopedia of World Music*** – hard copies available in the music library (2nd floor of the main library). Call number: ML100 .G16 1998

***Google Scholar*** – This Google search engine should only bring up scholarly work. Go to http://scholar.google.com if on campus, or http://scholar.google.com.ez-proxy.brooklyn.cuny.edu:2048/ if off-campus (this ensures that results will link to materials available at BC).