

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Title Of Course/Degree/Concentration/Certificate: \_\_\_\_\_

Change(s) Initiated: (Please check)

MUS 2800

- |                                                              |                                                                                       |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="checkbox"/> Closing of Degree                   | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate              | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal            | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal                 | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course                          | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course)        | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)               | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|                                                              | <input type="checkbox"/> Change in Academic Policy                                    |
|                                                              | <input type="checkbox"/> Pathways Submission:                                         |
|                                                              | <input type="checkbox"/> Life and Physical Science                                    |
|                                                              | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|                                                              | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|                                                              | <input checked="" type="checkbox"/> B. U.S. Experience in its Diversity               |
|                                                              | <input type="checkbox"/> C. Creative Expression                                       |
|                                                              | <input type="checkbox"/> D. Individual and Society                                    |
|                                                              | <input type="checkbox"/> E. Scientific World                                          |
| <input type="checkbox"/> Change in Program Learning Outcomes |                                                                                       |
| <input type="checkbox"/> Other (please describe): _____      |                                                                                       |

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: \_\_\_\_\_

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

I have reviewed the attached material/proposal

Signature, Department Chairperson: \_\_\_\_\_



TO: Fall 2025 Curriculum Committee

FROM: Professor Scott Cally, Chairperson  
Professor Ryan McKinney, Director of Theatre Arts Program  
Department of Communications & Performing Arts

DATE: 1 September 2025

RE: New Course Proposal: Introduction to Hip Hop: Music, History, & Culture

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The Department of Communications & Performing Arts is proposing a new course: MUS 2800 – Introduction to Hip Hop: Music, History, & Culture.

**Rationale:**

The course *Introduction to Hip Hop: Music, History & Culture* is a vital and timely addition to Kingsborough Community College's music program, offering students a comprehensive academic engagement with one of the most influential cultural movements of the last half-century. As detailed in the course proposal and sample syllabus, this course critically explores the historical development of hip hop from its roots in the South Bronx through its contemporary global manifestations, situating its evolution within broader social, political, and artistic contexts.

Hip hop music and culture have long served as platforms for marginalized voices, particularly those from African American, Afro-Caribbean, and Latinx communities. As such, the course contributes directly to CUNY's mission of equity and access by giving academic space to the study of artistic practices that reflect students' lived experiences. The proposed course is being proposed to satisfy the U.S. Experience in Its Diversity category of the CUNY Pathways Flexible Core. It does so by analyzing the impact of hip hop on race, class, gender, and social justice in American life, all within a framework that applies the historical, cultural, and political lenses outlined in both the Pathways submission and the course learning outcomes.

This course complements and expands existing offerings within the department, notably MUS 3100 (*Introduction to Music*) and MUS 2100 (*Introduction to Jazz*). We anticipate that *Introduction to Hip Hop* will draw from a similar student population, particularly students in the Liberal Arts and Music concentrations, and we plan to adjust the scheduling of all three courses based on observed demand. Unlike other, more general music courses, this class offers students an opportunity to engage with music as a form of cultural resistance, identity construction, and social critique, consistent with the expectations of a diverse, urban student body.

Importantly, this course fills a curricular gap at Kingsborough. While other CUNY community colleges (including BMCC, LaGuardia, and Hostos) offer similar courses—such as *MUS 122 – The World of Hip Hop*, *HUN 110 – Hip Hop: Music Culture and Politics*, and *BLS 161 – Hip-Hop Worldview*—none currently exist at our institution. Moreover, those courses have demonstrated clear transferability to four-year colleges across CUNY, including Brooklyn College, Baruch, City College, Lehman, and Medgar Evers. Kingsborough’s course is designed to transfer similarly, providing students with a pathway into 100- and 200-level equivalents in music, cultural studies, or African American studies at senior colleges. The inclusion of this course thus strengthens the vertical curricular alignment across CUNY and meets the expectations of general education transferability.

The structure of the course aligns with CUNY’s learning outcomes and disciplinary standards. Students gather and assess information from academic and primary sources including historical texts, artist interviews, and lyrical analysis. They evaluate arguments critically, both in class discussions and in written reflections, as they interpret hip hop’s engagement with sociopolitical themes. Assignments such as listening journals and cultural analysis essays support the development of well-reasoned arguments grounded in historical and cultural evidence. The syllabus outlines how course activities engage directly with contemporary U.S. politics and culture while examining the enduring legacies of slavery, immigration, and structural racism in shaping the genre.

National academic organizations such as the Association for the Study of African American Life and History (ASALH) and the American Studies Association (ASA) have long advocated for the inclusion of hip hop studies in liberal arts curricula, emphasizing that hip hop is not only an artistic movement but also a legitimate site of cultural and political scholarship. Similarly, the Association for Popular Music Education (APME) recognizes the educational value of integrating contemporary music genres such as hip hop into college classrooms to increase student engagement, deepen historical understanding, and connect with underrepresented student populations. These positions reinforce the course’s academic legitimacy and support its inclusion in both general education and music-specific pathways.

Additionally, the course fosters interdisciplinary connections across the humanities and social sciences. The syllabus includes references to foundational texts such as *Black Noise* by Tricia Rose and *Droppin’ Science* edited by William Perkins, allowing students to engage in critical analysis and reflective inquiry. Students will encounter not only the musical forms of MCing and DJing, but also the related art forms of graffiti and breakdancing, grounding their learning in the holistic study of hip hop culture as a field of academic inquiry.

Finally, offering this course allows Kingsborough to stay current with emerging trends in arts education and popular culture scholarship. As hip hop continues to evolve globally while remaining firmly rooted in American social history, it is essential for institutions of higher learning to recognize and legitimize its study. By doing so, we empower students to explore their



own identities, critically engage with the world around them, and build bridges to further academic study or careers in the arts, media, and cultural criticism.

For all of these reasons, *Introduction to Hip Hop: Music, History & Culture* represents not only an academically robust addition to the curriculum but also a necessary step toward a more inclusive and responsive educational environment.



### **New Course Proposal Form**

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

\*For Assignment of New Course Number, contact **Academic Scheduling**.

|                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Department:</b>                                                                                                                                                                                                                                | Communications & Performing Arts                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Course Designation/Prefix:</b>                                                                                                                                                                                                                 | MUS                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>*Course Number:</b>                                                                                                                                                                                                                            | 2800                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Course Title:</b>                                                                                                                                                                                                                              | Introduction to Hip Hop: Music, History & Culture                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Course Description:</b><br>(Description should include language similar to Course Learning Outcomes)                                                                                                                                           | Explores the historical development of Hip Hop from its origins in the South Bronx in the late 70’s through current times within social and political contexts. The related art forms of break dancing, rapping, turntablism, and graffiti art will be examined in order to show how Hip Hop culture has been used as an agent for social change and development of identity. No previous musical experience in required. |
| <b>Prerequisite(s):</b>                                                                                                                                                                                                                           | None                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Corequisite(s):</b>                                                                                                                                                                                                                            | None                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Pre-/Co-requisite(s):</b>                                                                                                                                                                                                                      | None                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Indicate if:</b><br><ul style="list-style-type: none"> <li>- Open ONLY to Select Student Population(s)</li> <li>OR</li> <li>- Specific Student Population(s) are RESTRICTED from enrollment in the course</li> </ul> <b>Specify Population</b> |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Frequency course is to be offered (Select All that Apply)</b>                                                                                                                                                                                  | X Fall      X Winter      X Spring <input type="checkbox"/> Summer                                                                                                                                                                                                                                                                                                                                                        |
| <b>Suggested Class Limit:</b>                                                                                                                                                                                                                     | 25                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Indicate if a special space, such as a lab, and/or special equipment will be required:</b>                                                                                                                                                     | Music Equipped Classroom - M208                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Faculty Information:</b>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Are there currently faculty within the Department available to teach this course?</b>                                                                                                                                                          | X Yes* <input type="checkbox"/> No*                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Does this course require the faculty member to have a specific credential?</b>                                                                                                                                                                 | <input type="checkbox"/> Yes*      X No                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                        |                                                                     |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>*If yes, please provide a Staffing Plan (see #13)</b>                               |                                                                     |
| <b>Does this course provide an imbedded Microcredential or Industry Certification?</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>If yes, please include relevant information</b>                                     |                                                                     |

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -\*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

|                                                                                                       |                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-credit:                                                                                             | <input type="checkbox"/> 1 hour lecture<br><input type="checkbox"/> 2 hours lab/field/gym                                                                                                                                                                                          |
| 2-credits:                                                                                            | <input type="checkbox"/> 2 hours lecture<br><input type="checkbox"/> 1 hour lecture, 2 hours lab/field<br><input type="checkbox"/> 4 hours lab/field                                                                                                                               |
| 3-credits:                                                                                            | <input checked="" type="checkbox"/> 3 hours lecture<br><input type="checkbox"/> 2 hours lecture, 2 hours lab/field<br><input type="checkbox"/> 1 hour lecture, 4 hours lab/field<br><input type="checkbox"/> 6 hours lab/field                                                     |
| 4-credits:                                                                                            | <input type="checkbox"/> 4 hours lecture<br><input type="checkbox"/> 3 hours lecture, 2 hours lab/field<br><input type="checkbox"/> 2 hours lecture, 4 hours lab/field<br><input type="checkbox"/> 1 hour lecture, 6 hours lab/field<br><input type="checkbox"/> 8 hours lab/field |
| More than 4-credits: <input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) |                                                                                                                                                                                                                                                                                    |
| ____ Lecture                      ____ Lab<br>Explanation: _____                                      |                                                                                                                                                                                                                                                                                    |

3. **Where** does this course fit? Select from the following:

|                                            |                                                                                            |
|--------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>X Degree Program(s)/Certificate(s)*</b> | <b>List Degree Program(s)/Certificate(s):</b><br>1. Liberal Arts Music Concentration<br>2. |
|--------------------------------------------|--------------------------------------------------------------------------------------------|

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>X</b> General Education/Pathways                            | <p><b>Select ONE of the following:</b></p> <p><input type="checkbox"/> Life and Physical Science (LPS)</p> <p><input type="checkbox"/> Math and Quantitative Reasoning (MQR)</p> <p><input type="checkbox"/> World Cultures and Global Issues (Group A)</p> <p><b>X</b> U.S. Experience in its Diversity (Group B)</p> <p><input type="checkbox"/> Creative Expression (Group C)</p> <p><input type="checkbox"/> Individual and Society (Group D)</p> <p><input type="checkbox"/> Scientific World (Group E)</p>                                                                                                                                                                                                   |
| <input type="checkbox"/> <b>82XX</b> Pilot/Experimental Course | <p><b>If proposed as a “real” course, where will this course fit?</b><br/>Select from the following:</p> <p><b>List Degree Program(s)/Certificate(s):</b></p> <p>1.</p> <p>2.</p> <p><b>Select ONE of the following:</b></p> <p><input type="checkbox"/> Life and Physical Science (LPS)</p> <p><input type="checkbox"/> Math and Quantitative Reasoning (MQR)</p> <p><input type="checkbox"/> World Cultures and Global Issues (Group A)</p> <p><input type="checkbox"/> U.S. Experience in its Diversity (Group B)</p> <p><input type="checkbox"/> Creative Expression (Group C)</p> <p><input type="checkbox"/> Individual and Society (Group D)</p> <p><input type="checkbox"/> Scientific World (Group E)</p> |

**\*If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, [Amanda.Kalin@kbcc.cuny.edu](mailto:Amanda.Kalin@kbcc.cuny.edu)

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)  
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)  
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

**Additional Separate Submissions Required:**

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, [Amanda.Kalin@kbcc.cuny.edu](mailto:Amanda.Kalin@kbcc.cuny.edu)

**If General Education/Pathways is Selected:**

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

**Additional Separate Submissions Required:**

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
  2. CUNY Common Core Pathways Submission Form
4. **List the Course Learning Outcomes:** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should *significantly* align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

| Course Learning Outcomes                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe various aims and methods of artistic and intellectual expression through Hip hop music, while identifying and articulating the diverse expressive strategies used by hip hop artists.                          |
| 2. Describe and interpret Hip hop music in relation to cultural values, demonstrating an understanding of how hip hop reflects shifting cultural trends and social conditions.                                             |
| 3. Introduce students to hip-hop culture as a field of study in history. — Analyze how hip-hop culture changed over time and understand its broader social impact as a historical movement.                                |
| 4. Use historical knowledge to discuss and analyze contemporary events in U.S. politics and culture.                                                                                                                       |
| 5. Understand the various elements that comprise Hip Hop; MCing, DJing, graffiti, and breakdancing, as well as the variety of forms of Hip Hop music including mainstream Hip Hop, conscious rap, and underground Hip Hop. |
| 6. Develop an appreciation of Hip Hop’s value beyond entertainment to articulate its merit as a cultural, political, and artistic force of expression.                                                                     |

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

| Course Learning Outcome | Percentage of Grade | Measurement of Learning Outcome (Artifact/Assignment/Activity) |
|-------------------------|---------------------|----------------------------------------------------------------|
|-------------------------|---------------------|----------------------------------------------------------------|

|                                                                                                                                                                                                                            |     |                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe various aims and methods of artistic and intellectual expression through Hip hop music, while identifying and articulating the diverse expressive strategies used by hip hop artists.                          | 20% | Students will complete Listen and Response written reflections and an in-class presentation analyzing the artistic and intellectual intentions behind selected hip hop tracks from different eras, focusing on lyrical content, musical style, and sociopolitical context. This activity will assess their ability to identify and articulate the diverse expressive strategies used by hip hop artists. |
| 2. Describe and interpret Hip hop music in relation to cultural values, demonstrating an understanding of how hip hop reflects shifting cultural trends and social conditions.                                             | 15% | Students will engage in class discussions and complete a short written or creative project that explores the relationship between hip hop and cultural or historical themes. Their work will demonstrate an understanding of how hip hop reflects shifting cultural values and social conditions over time.                                                                                              |
| 3. Introduce students to hip-hop culture as a field of study in history. — Analyze how hip-hop culture changed over time and understand its broader social impact as a historical movement.                                | 15% | Students will complete a research-based assignment or class activity that examines hip hop as a historical and cultural movement. Through discussion, readings, or creative responses, they will demonstrate an understanding of how hip hop culture has evolved and become a subject of academic study.                                                                                                 |
| 4. Use historical knowledge to discuss contemporary events in U.S. politics and culture.                                                                                                                                   | 15% | A short essay or discussion-based activity will invite learners to draw connections between key moments in hip hop history and current political or cultural events in the United States, demonstrating how historical knowledge can inform contemporary analysis.                                                                                                                                       |
| 5. Understand the various elements that comprise Hip Hop; MCing, DJing, graffiti, and breakdancing, as well as the variety of forms of Hip Hop music including mainstream Hip Hop, conscious rap, and underground Hip Hop. | 15% | An in-class listening journal or creative project will ask participants to identify and reflect on the key elements of hip hop—such as MCing, DJing, graffiti, breakdancing, and knowledge—as well as differentiate among styles like mainstream, conscious, and underground hip hop. The activity will demonstrate recognition of hip hop’s diverse forms and expressive practices.                     |
| 6. Develop an appreciation of Hip Hop’s value beyond entertainment to articulate its merit as a cultural, political, and artistic force of expression.                                                                     | 20% | Through a final cultural analysis writing assignment, learners will demonstrate their understanding of hip hop as a complex cultural force by exploring its political messages, artistic innovations, and broader social impact. The activity will assess their ability to articulate hip hop’s value beyond entertainment, recognizing its significance as a form of cultural expression.               |

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to address.

We expect that this course will serve three student populations: Liberal Arts General Concentration, Liberal Arts Music Concentration, and other students as part of the flexible core.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Academic Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students upon transfer to a baccalaureate program or transition into a career/workforce after KCC?

This course is a necessary and timely addition to our course offerings that addresses both academic enrichment and social equity. As a cultural phenomenon rooted in African American, Afro-Caribbean, and Latinx communities, Hip Hop offers a powerful lens through which to explore the voices of historically marginalized groups. Incorporating this course into the curriculum promotes the inclusion of underrepresented narratives and affirms the value of culturally responsive education. It allows students—particularly those from diverse urban backgrounds—to see their cultures reflected and respected in the academic space, directly supporting CUNY’s mission of equity and access.

This course aligns directly with the **CUNY Pathways Flexible Core: U.S. Experience in Its Diversity** category. Hip Hop is more than music; it is a cultural movement that reflects the sociopolitical struggles, resistance, and aspirations of communities in the United States. Students will examine the historical origins of Hip Hop in the Bronx, its evolution through political activism and mainstream commercialization, and its intersections with race, class, gender, and identity. By engaging critically with these topics, students will gain a deeper understanding of the U.S. experience in all its complexity and diversity, making this course a compelling offering.

8. **Transfer** – Provide a general explanation of the transferability of this course. Address all of the following in your explanation:
- Will this course meet a specific **degree requirement** in the equivalent baccalaureate program? Include the institution, degree program, and course equivalency.
  - Will this course serve as the equivalent of a freshman/sophomore course (100/200 level)?
  - Do we currently have an Articulation Agreement established (see current [Articulation Agreements](#)) with the transfer institution for the equivalent degree program? If you have a tentative Articulation Agreement/Communication with Chair at the transfer institution, please include.

While other CUNY community colleges (including BMCC, LaGuardia, and Hostos) offer similar courses—such as *MUS 122 – The World of Hip Hop*, *HUN 110 – Hip Hop: Music Culture and Politics*, and *BLS 161 – Hip-Hop Worldview*—none currently exist at our institution. Moreover, those courses have demonstrated clear transferability to four-year colleges across CUNY, including Brooklyn College, Baruch, City College, Lehman, and Medgar Evers. Kingsborough’s course is designed to transfer similarly, providing students with a pathway into 100- and 200-level equivalents in music, cultural studies, or African American studies at senior colleges. The inclusion of this course thus strengthens the vertical curricular alignment across CUNY and meets the expectations of general education transferability.

We have identified similar courses at three other CUNY community colleges: BMCC, Laguardia, and Hostos.

At BMCC MUS 122 – The World of Hip Hop transfers to specific courses at Baruch as MSC 7100, Brooklyn as MUSC 2109, City College as MUS 20100, Lehman as MSH 341 and City Tech as MUS 2207H. The BMCC course transfers to Queens and Medgar Evers as a Music elective.

At Laguardia, HUN 110 – Hip Hop: Music Culture and Politics transfers to Brooklyn as SOCY 1201 and City Tech as AFR 1503. It transfers to Baruch as a Music elective.

At Hostos, BLS 161 – Hip-Hop Worldview transfers to Brooklyn as SOCY 1201, Lehman as AAS 2000 and Medgar Evers as HIST 100.

An example of course transferability to a four-year college:

For Brooklyn Colleges B.A. in Music, this course meets MUSC 2109: Special Topics. As MUSC 2109, this course would meet all three tracks at Brooklyn College: **American Music and Culture Track** - this course would fall into the twelve credits from Music 2101 through 2107, Music 2109, Puerto Rican and Latinx Studies 3125, Music 4430, Music 4431, or Music 4940; **Music Studies** - Three additional credits in music selected from Music 2101 through Music 5883; **Music Technology** - Six credits from Music 2100 through Music 2149 or Music 4440.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

No

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Taylor, Thomas & Martin, JC. *Yo' Check This: Topics in Hip hop*.  
Dubuque, IA: Great River Technologies Publishing, 2023.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be **specific** and **explicit** regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Dyson, Michael Eric. *Know What I Mean? Reflections on Hip Hop*. New York, NY: Perseus Books Group, 2007. ISBN: 9780465017164. Rose, Tricia. *Black Noise: Rap Music and Black Culture in Contemporary America*. Middletown, CT: Wesleyan University Press, 1994. ISBN: 9780819562753.

Perkins, William Eric, ed. *Droppin' Science: Critical Essays on Rap Music and Hip Hop Culture*. Philadelphia, PA: Temple University Press, 1995. ISBN: 9781566393621.

Baker, Houston, Jr. *Black Studies, Rap, and the Academy*. Chicago, IL: The University of Chicago Press, 1995. ISBN: 9780226035215.

Eshun, Kodwo. *More Brilliant Than The Sun*. London, UK: Quartet Books Limited, 1999. ISBN: 9780704380257.

Fricke, Jim, and Charlie Ahearn. *Yes, Yes Y'All: Oral History of Hip-Hop's First Decade*. New York, NY: Da Capo Press, 2002. ISBN: 9780306812248.

Forman, Murray. *The 'Hood Comes First: Race, Space, and Place in Rap and Hip-Hop*. Middletown, CT: Wesleyan University Press, 2002. ISBN: 9780819563972.

George, Nelson. *Hip Hop America*. New York, NY: Penguin, 2005. ISBN: 9780143035152.

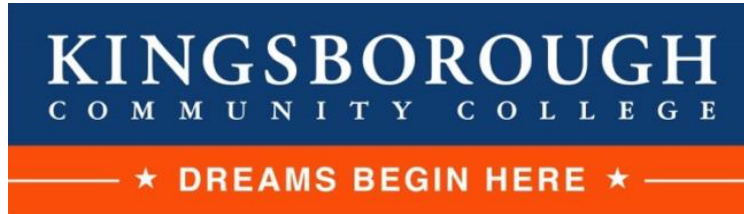
Keyes, Cheryl. *Rap Music and Street Consciousness*. Urbana, IL: University of Illinois Press, 2004. ISBN: 9780252072017.

Potter, Russell. *Spectacular Vernaculars: Hip-Hop and the Politics of Postmodernism*. New York, NY: SUNY Press, 1995. ISBN: 9780791426265.

Rose, Tricia, and Andrew Ross, eds. *Microphone Fiends: Youth Music and Youth Culture*. New York: Routledge, 1994. ISBN: 9780415909082.

13. **Staffing Plan** – please provide a staffing plan if there are currently **no faculty** within the Department available to teach this course or who do not have the required credential to teach this course.

Our department has a full-time faculty member qualified to teach this course.



## **MUS 2800 - Introduction to Hip Hop: Music, History & Culture**

**Department of Communications & Performing Arts**

**Professor Chris Thompson**

**Course Syllabus**

**In-Person or Online Asynchronous**

**Section 01 – 3 credits**

**Instructor:** Prof. Chris Thompson  
**Email:** [Christopher.thompson@kbcc.cuny.edu](mailto:Christopher.thompson@kbcc.cuny.edu)  
**Office:** E220  
**Office Hours:** Tues & Thurs 12pm-1pm and 3pm – 4pm. in-person or on Zoom. Must be scheduled in advance.  
**Phone:** 336-253-3133 (however please note: email is the best ways to reach me! Be sure to email me directly at the above address, rather than through Brightspace)  
**Materials:** Taylor, Thomas & Martin, JC. *Yo' Check This: Topics in Hip hop*. Dubuque, IA: Great River Technologies Publishing, 2023. **NOTE: This is an online textbook.**

All other materials for the class (video and written lectures, slide shows, video links) will be available on Brightspace

### **Recommended Texts**

Dyson, Michael Eric. *Know What I Mean? Reflections on Hip Hop*. New York, NY: Perseus Books Group, 2007. ISBN: 9780465017164. Rose, Tricia. *Black Noise: Rap Music and Black Culture in Contemporary America*. Middletown, CT: Wesleyan University Press, 1994. ISBN: 9780819562753.

Perkins, William Eric, ed. *Droppin' Science: Critical Essays on Rap Music and Hip Hop Culture*. Philadelphia, PA: Temple University Press, 1995. ISBN: 9781566393621.

Baker, Houston, Jr. *Black Studies, Rap, and the Academy*. Chicago, IL: The University of Chicago Press, 1995. ISBN: 9780226035215.

Eshun, Kodwo. *More Brilliant Than The Sun*. London, UK: Quartet Books Limited, 1999. ISBN: 9780704380257.

Fricke, Jim, and Charlie Ahearn. *Yes, Yes Y'All: Oral History of Hip-Hop's First Decade*. New York, NY: Da Capo Press, 2002. ISBN: 9780306812248.

Forman, Murray. *The 'Hood Comes First: Race, Space, and Place in Rap and Hip-Hop*. Middletown, CT: Wesleyan University Press, 2002. ISBN: 9780819563972.

George, Nelson. *Hip Hop America*. New York, NY: Penguin, 2005. ISBN: 9780143035152.

Keyes, Cheryl. *Rap Music and Street Consciousness*. Urbana, IL: University of Illinois Press, 2004. ISBN: 9780252072017.

Potter, Russell. *Spectacular Vernaculars: Hip-Hop and the Politics of Postmodernism*. New York, NY: SUNY Press, 1995. ISBN: 9780791426265.

Rose, Tricia, and Andrew Ross, eds. *Microphone Fiends: Youth Music and Youth Culture*. New York: Routledge, 1994. ISBN: 9780415909082.

**Course Description:** Explores the historical development of Hip Hop from its origins in the South Bronx in the late 70's through current times within social and political contexts. The related art forms of break dancing, rapping, turntablism, and graffiti art will be examined in order to show how Hip Hop culture has been used as an agent for social change and development of identity. No previous musical experience is required.

### **Learning Outcomes**

1. Describe various aims and methods of artistic and intellectual expression through Hip hop music, while identifying and articulating the diverse expressive strategies used by hip hop artists.
2. Describe and interpret Hip hop music in relation to cultural values, demonstrating an understanding of how hip hop reflects shifting cultural trends and social conditions.
3. Introduce students to hip-hop culture as a field of study in history. — Analyze how hip-hop culture changed over time and understand its broader social impact as a historical movement.
4. Use historical knowledge to discuss contemporary events in U.S. politics and culture.
5. Understand the various elements that comprise Hip Hop; MCing, DJing, graffiti, and breakdancing, as well as the variety of forms of Hip Hop music including mainstream Hip Hop, conscious rap, and underground Hip Hop.

6. Develop an appreciation of Hip Hop's value beyond entertainment to articulate its merit as a cultural, political, and artistic force of expression.

### **Pathways Flexible Core Student Learning Outcomes:**

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
7. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### **Course Objectives**

This course invites students to engage with Hip Hop through diverse source materials, including scholarly readings, documentary films, song lyrics, interviews, and journalistic accounts. Assignments such as the Cultural Analysis writing assignment along with weekly listening and reflection assignments require students to interpret historical and cultural content from multiple perspectives, including those of artists, critics, and scholars. By analyzing both academic and primary sources—from archived performances to social commentary—students develop critical thinking skills essential for evaluating contrasting viewpoints and constructing informed arguments about the evolution and impact of Hip Hop culture.

Course activities such as the Cultural Analysis paper and class writing assignments ask students to critically assess the meaning, context, and societal implications of artistic and academic works. Students examine arguments surrounding commercialization, cultural appropriation, and authenticity in hip hop, using evidence from lectures, assigned readings, and media analysis. They are expected to identify bias, evaluate the strength of supporting evidence, and formulate reasoned critiques of opposing viewpoints. These exercises build the capacity for thoughtful, analytical engagement with both cultural texts and academic discourse, fostering intellectual rigor within a music-focused curriculum.

Throughout the course, students are required to build structured arguments in both oral presentations and written assignments, reflection essays, and end-of-semester writing assignment. These assignments ask students to use textual, historical, and cultural evidence—drawn from scholarly readings, music, and media—to make and support claims about hip hop’s artistic, political, and social dimensions. By articulating original interpretations and defending them with contextual support, students strengthen their ability to communicate complex ideas clearly and persuasively in both academic and public discourse.

This course draws on methodologies from cultural studies, history, sociology, African American studies, and communications to explore the development of hip hop in the United States. By studying hip hop’s emergence in the Bronx and its evolution across regions and time, students examine how the genre reflects the lived experiences of marginalized communities. Assignments and class discussions emphasize the intersection of race, class, gender, and politics in shaping U.S. identity. Students learn to apply interdisciplinary tools to analyze how Hip Hop documents and critiques the nation’s social and cultural diversity.

This course guides students in examining major themes of U.S. history—such as systemic racism, urbanization, economic inequality, and freedom of expression—through the lens of Hip Hop culture. The course emphasizes historical analysis from diverse perspectives, including those of African American, Afro-Caribbean, and Latinx communities. Assignments ask students to evaluate how different stakeholders have interpreted the same historical events. This approach allows students to deepen their understanding of U.S. history while recognizing how historical narratives are shaped by culture, identity, and access to power.

The course engages students in evaluating how African diasporic experiences—including slavery, migration, and systemic marginalization—have shaped American culture through the development of Hip Hop. Topics covered include the legacies of slavery in urban poverty, policing, and segregation, as well as how immigration has influenced regional Hip Hop styles and lyrical content. Students examine how indigenous and Afro-Caribbean cultural practices contributed to Hip Hop’s formation, particularly in the Bronx. Through curated readings, music analysis, and multimedia assignments, students develop an understanding of how these historical forces continue to influence contemporary American society and artistic expression.

## **TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:**

Concise weekly reading/listening and writing assignments, lectures, live performances, video/audio clips, as well as class discussions, an annotated bibliography, and a cultural analysis project will be the primary means for providing student learning opportunities. The student's learning will be assessed throughout the term through each of the described learning activities and both written and aural exams.

**Listening, Reading, & Writing Assignments:** Comprising of 20% of your final grade. In order to provide foundational support for the development of critical thinking, effective communication, as well as literacy skills, students will be expected to explore a wide range of readings and related materials. Along with the required text readings, other approved readings and listenings. Students will be assigned specific listening assignments each week that correlate to the topical outline and support the reading material. **A minimum of 3 hours of reading/listening is expected each week.** These will be graded by the instructor and returned in a timely manner.

EXAMPLE – Listen and watch the “The Message” by Grandmaster Flash and the Furious Five. What is discussed in the lyrics? What is portrayed in the video? Are their political messages delivered in the song? What does it depict about the conditions of inner-city America during the 1980’s? How did this song change the culture of hip hop music?

**Annotated Bibliography:** Comprising of 5% of your final grade. Students may develop an annotated research bibliography of 3-5 scholarly sources that pertain to aesthetic expression, arts and cultural values, or the roles of artistic expression in personal or collective experience through the lens of Hip hop music. Students may also develop a properly cited and annotated discography of all listening’s. This assignment will help you learn how to find and evaluate scholarly sources appropriate in Hip hop music and how to list musical recordings accurately.

**Cultural Analysis Paper:** comprises 20% of your final grade. This is a 3 to 5-page paper, double-spaced. As we discuss readings, pay attention to how cultural studies analyses are performed; you will need to apply these techniques to your own chosen topic. Regardless of topic, the paper must demonstrate the impact Hip Hop has had on the development of group and/or individual identity.

EXAMPLE- Imagine if you wrote a paper about Michael Jordan (Basketball player), he changed how people wore their uniforms, how they played the game, how he sold sneakers and other products, and even how people walked! Any one of those could be an area to focus on and write a paper. Do that with the hip hop artist you have chosen.

Purpose: This assignment is built on the premise that understanding a particular culture will help us to better appreciate and comprehend that culture’s productions (in this case Hip Hop) and may lead us to better understanding the culture from which it emerged. This assignment addresses writing, critical thinking, and information literacy, and develops your behavioral science thinking skills.

What is Cultural Analysis? For the purposes of this essay, "cultural analysis" means making connections between artists we have studied and the cultural contexts in which their songs emerged or circulated. Cultural analysis moves beyond the boundaries of the artist's songs itself to establish links among other artists, songs, values, institutions, groups, practices, and people.

Here are some examples of the questions that a person developing a cultural analysis might ask:

1. How did the music change after the artist became popular? Show examples.
2. What are the social effects from these songs or albums? Show examples.
3. Why might listeners at different times and different places find these artists/songs compelling?
4. What current artists continue to employ the same or similar elements to your chosen artist? Show examples.
5. Upon the success of your artist, how did fans and other artists copy their path to success? Show examples.
6. How might these songs comment on the freedom or movement of a person or groups of persons?
7. How are these songs connected to larger social groups, beliefs, structures, issues, ideas, events, habits, customs, practices, or communications?
8. How did the culture change from the impact of the artist? Show examples.

These are just examples. The specific questions, form, and content of your paper should be tailored to your own talents and interests. In other words, you will develop your own topic for this paper. It also means that some of these papers may be deeply informed by cultural theory; others may not. Some will want to develop a very precise idea of what “cultural analysis” means; others will not. Some will use a great deal of historical research, others only a little. All papers, however, must use documents and sources beyond the song itself.

The cultural analysis essay will be due on the last day of classes.

**Online Quizzes:** (including listening) comprise 30% of your final grade. Each individual quiz will be worth 10% of your final grade. These quizzes will cover material from lectures and your assigned readings. These exams will consist of written questions, multiple-choice, and listening. It is the goal of your instructor to make sure that you are adequately prepared for these quizzes. Online quizzes will only be available for a given duration of time and no make ups will be given unless prior permission has been granted by the instructor.

**Class Participation:** comprises 10% of your final grade and will be assigned based on your participation in various assignments, discussions and activities. It is very important to the course instructor that you have opportunities to discuss and be exposed to the material being explored. Being able to contribute significantly to the topic discussions will reinforce the learning objectives of your written work and demonstrate your critical thinking skills.

**The Final Examination:** will be a cumulative exam and will be worth 15% of your final grade. It will be comprised of two sections: a written/multiple choice section (very similar to previous online quizzes) and a listening portion, covering material taught throughout the course.

**Sample Assessment:** Your grade will be determined with the following criteria, listed here in points (subject to slight changes):

|                                           |             |
|-------------------------------------------|-------------|
| Quizzes                                   | 300         |
| Cultural Analysis                         | 200         |
| Annotated Bibliography                    | 50          |
| Listen & Response and Writing Assignments | 200         |
| Final Exam                                | 150         |
| Class Participation/Discussions           | 100         |
| <b>Total (approximate)</b>                | <b>1000</b> |

All of your assignments will be completed on Brightspace and timely submission counts as your attendance. All of the material is presented online. ALL coursework must be completed by the due dates, which will be clearly indicated in each week's module. **Any late work submitted within 4 days of the due date will receive 85% credit, and any work submitted within 7 days of the due date will receive 70% credit. After 7 days, work will not be accepted.**

The instructor has the right to establish his/her own attendance policy, which will be announced in class and posted in the syllabus. It is your responsibility to become familiar with and follow this policy:

**If you have 6 or more unexcused absences, you will not be permitted to pass the course! Excused absences will only be granted with approval and/or written documentation communicated in advance.**

#### **How your final grade is calculated:**

To determine your final grade, I take the number of points that are earned, and divide it by the total points available, which gives a percentage. Those percentages equate to the following grades:

A+ = 98 – 100 %; A = 93 – 97%; A- = 90 – 92%; B+ = 88 - 89%; B = 83 – 87%; B- = 80 – 82 %

C+ = 78 – 79%; C = 73 – 77%; C- = 70 – 72%; D+ = 68 – 69%; D = 64 – 67 %; F = 63% and below

(So for example, if a student earns 1082 points out of a possible 1300, I would divide 1082 by 1300, which would equal 83.2%. That would equate to a final grade of a B.)

### **Methods of Student Evaluation:**

*NOTE – The details of this outline, assignments, etc. are subject to change. The Brightspace site will always contain the most up-to-date syllabus and information.*

- There will be 3 open-book evaluations (Quizzes). These will be taken on Brightspace.
- There will be 4 formal writing assignments assigned as Discussion Boards.
- There will be 4 Listen & Respond Journal entries (each of these are assigned as separate “journals” on brightspace) due every other week throughout the semester.
- \*Your Cultural Analysis Project will be composed throughout the semester
- There will be an annotated bibliography that your cultural analysis will draw from
- There will be a cumulative Final Exam

### **Course Outline:**

#### Unit 1 Schedule

| <b>Week</b> | <b>Topic</b>                                                                                                                                                                                                                                                                                                           |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1           | <b>Intro to the Course – What is Hip Hop?</b> <ul style="list-style-type: none"><li>• <b>Introduce yourself!</b></li><li>• Culture, Cultural Boundaries, and Micro-cultures</li><li>• Active/Attentive Listening</li><li>• “How to write about music”</li><li>• Hip Hop Pillars</li></ul> <b>Formal Writing #1 Due</b> |
| 2           | <b>Origins and Emergence of Hip Hop – Part One</b> <ul style="list-style-type: none"><li>• Kool Herc and the South Bronx</li><li>• DeeJaying and “The Breaks”</li><li>• Afro-Diasporic Roots</li><li>• Migration</li><li>• Grandmaster Flash</li></ul> <b>Listen and Response Journal #1 Due</b>                       |
| 3           | <b>Origins and Emergence of Hip Hop – Part Two</b> <ul style="list-style-type: none"><li>• Turntablism</li><li>• Afrikaa Bambaataa and the Zulu Nation</li><li>• MCing</li><li>• Breakdancing Part 1</li><li>• Women Pioneers in the 80’s</li></ul> <b>Quiz #1 Due</b>                                                 |

#### Unit 2 Schedule

| <b>Module</b> | <b>Topic</b>                                                                                                                                         |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4             | <b>First Golden Era of Hip Hop, 1988 - 1992</b> <ul style="list-style-type: none"><li>• Cultural analysis Introductions: Groups and Places</li></ul> |

|   |                                                                                                                                                                                                                                                                                                                 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <ul style="list-style-type: none"> <li>• Crack, War on Drugs, Reagan Era</li> <li>• “The Message”</li> <li>• Rap Consciousness: Nationalism, Afrocentricity, and Feminism</li> <li>• NWA, Public Enemy, and Run DMC</li> <li>• Queen Latifah</li> </ul> <b>Formal Writing #3 Due</b>                            |
| 5 | <b>Hip Hop as Art</b> <ul style="list-style-type: none"> <li>• Graffiti and Style Wars</li> <li>• Darryl “Cornbread” McCray</li> <li>• Visual Expression</li> <li>• Jean-Michel Basquiat</li> <li>• Media Representations</li> </ul> <b>Listen &amp; Response Journal #2 Due</b>                                |
| 6 | <b>Second Golden Era of Hip Hop, 1993-1998</b> <ul style="list-style-type: none"> <li>• East vs. West</li> <li>• Tupac and Notorious B.I.G.</li> <li>• Women Pioneers in the 90’s</li> <li>• Lauryn Hill, Lil Kim, and Missy Elliott</li> <li>• The Roots</li> <li>• Clinton Era</li> </ul> <b>Quiz # 2 Due</b> |
| 7 | <b>Underground Hip Hop and Battle Culture</b> <ul style="list-style-type: none"> <li>• What is the “Underground”?</li> <li>• Rap Battles</li> <li>• Breakdancing Part 2</li> <li>• Mos Def and Eminem</li> <li>• Anti-Commercialism</li> </ul> <b>Annotated Bibliography, Formal Writing #3 Due</b>             |
|   |                                                                                                                                                                                                                                                                                                                 |

### Unit 3 Schedule

| Module | Topic                                                                                                                                                                                                                                                                                                                                                            |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8      | <b>Hip Hop in the Late 90’s and 2000’s</b> <ul style="list-style-type: none"> <li>• The “Dirty” South</li> <li>• Outkast, Master P, Juvenile</li> <li>• The “Music” Video and TV culture</li> <li>• Vocabulary: Krunk, Twerking, and More</li> <li>• Hip Hop Clothing</li> <li>• Hip Hop as Popular Music</li> </ul> <b>Listen &amp; Response Journal #3 Due</b> |
| 9      | <b>Hip Hop and Civil Rights</b> <ul style="list-style-type: none"> <li>• Overview of Music during the Civil rights movement of the 60’s</li> <li>• Lyric Analysis</li> <li>• NWA - “F*** Tha Police”</li> </ul>                                                                                                                                                  |

|  |                                                                                                                                                                                                   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Childish Gambino – “This is America”</li> <li>• Joyner Lucas – “I’m Not Racist”</li> <li>• Hip Hop as a political movement</li> </ul> <b>Quiz #3 Due</b> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Unit 4 Schedule

| Module | Topic                                                                                                                                                                                                                                                                                                                              |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10     | <b>Hip Hop and Gender</b> <ul style="list-style-type: none"> <li>• Sexualization in Hip Hop</li> <li>• Gender Binary</li> <li>• Patriarchy</li> <li>• Breaking the Stereotype</li> <li>• Hip Hop Groups</li> </ul> <b>Formal Writing Assignment #4 Due</b>                                                                         |
| 11     | <b>Hip Hop and Technology</b> <ul style="list-style-type: none"> <li>• Drum Machines</li> <li>• The Politics of Sampling</li> <li>• The age of the “Producer”</li> <li>• Copyright</li> <li>• Artificial Intelligence</li> </ul> <b>Listen &amp; Response Journal #4 Due</b>                                                       |
| 12     | <b>Hip Hop Globalization</b> <ul style="list-style-type: none"> <li>• “It’s a Hip Hop World!”</li> <li>• Hip Hop Fusion</li> <li>• Pan-African Hip Hop</li> <li>• Hip Hop in the UK and more</li> <li>• Streaming services and the evolution of the Music Industry</li> <li>• Hip Hop 50th</li> </ul> <b>Cultural Analysis Due</b> |
|        |                                                                                                                                                                                                                                                                                                                                    |
|        | <b>Final Exam Due: (Date determined by Academic Calendar)</b>                                                                                                                                                                                                                                                                      |

#### Help with Brightspace and/or KBCC email

Because this course is online, much of our communication and most of our work is accessible only through your Brightspace account and your email. Note: I will only be emailing you with the email you have listed in CUNYFirst; most of the time this is your KBCC email, so please be sure to check it regularly! In addition to the resources available on the KBCC website here: <http://kbcc.cuny.edu/bb/homepage.html> there are also numerous tutorials available on Youtube. Additionally, there is a link on our Home Page menu called “Help with Brightspace.” If

you are having trouble accessing your Brightspace or email, please call the Help Desk at 718-368-6679 or email [HelpDesk@Students.kbcc.cuny.edu](mailto:HelpDesk@Students.kbcc.cuny.edu).

### **Artificial Intelligence:**

Being that music is subjective, it is extremely obvious when you use A.I. to complete your assignments as it has a hard time using unique vocabulary to describe music. Use your own words, try your best, and submit your work on time and I can assure you that you will get a good grade. To get the most out of this class, you have to experience and be exposed to the music!

**Because writing is a form of thinking, you should not use ChatGPT or similar tools for drafting or editing written work. Doing so in this class is a violation of the CUNY Academic Policy. Any work submitted that is written with Artificial Intelligence will receive a 0 for the assignment.**

### **Tips for Success:**

1. Take notes when reading and listening. Keep your notes organized by topic, artist, genre - however makes sense to you.
2. Check your email and Brightspace regularly.
3. Hold yourself accountable to complete all assignments - reading, writing, and listening – on time.
4. Be mindful when reading, writing, and listening. Don't try to multitask. Set aside time to do everything, and be in the moment as you do it.
5. Don't copy and paste from AI!

### **General Questions (Q&A Forum):**

Please post general questions about our course or course technology within the Q&A Discussion forum in Brightspace so that everyone can benefit from the answers. Also, if you see a question that you think you know the answer to (regarding homework, due dates and the like) please feel free to respond to your classmates. Reserve email for questions of a more personal nature. I will reply to emails and questions within 24 hours during normal business hours. I will rarely respond to emails over the weekend.

**Assignment Feedback:**

Feedback on graded work will usually be returned to you within 3-7 days of the assignment submission, depending on the assignment type. If I need to deviate from this schedule, I will send out an announcement in Brightspace.

**Virtual Office Hours:**

You will have opportunities to meet with me to go over assignments, discuss your progress, and ask questions during my office hours after class. Other hours are available by appointment (email me to set up an appointment). Virtual office hour link will be on Brightspace.

**Professional Conduct Expectations (these count as part of class participation):**

Email is a professional means of communication in our class. Use proper sentence structure and punctuation, avoid typing in all capital letters, and be respectful. Include the course name in your subject line and your name in the email. Check your email daily! Use your KCC email address and not a personal email address. You can verify and change the email listed for you in our Brightspace course by consulting the PDF tutorial on this [page](#). Or you can view this [video tutorial](#) to watch how.

Several points are valuable to keep in mind when posting on course discussion boards.

- Remember the human on the other side of the line. While the text posted on discussion boards seems to be attached to ambiguous usernames of people who we may not have met or don't interact with regularly in person, it is very important to remember that those usernames belong to real people with real minds, thoughts, and feelings.
- Using the Golden Rule "Treat people the way in which you want to be treated" is as true as ever, especially in an online learning environment. Consider carefully before posting: "Would I say what I wrote to the other person's face?"
- Think before you post. Is your post relevant to the topic on the discussion board? Will your post give an accurate representation of your academic abilities with consideration to the course that you are taking? Is your post written clearly with proper grammar and spelling? If you answered yes to the above questions, then your post is highly likely to create a positive academic discussion favored by students and the instructor.

**Dos and Don'ts in an Online Academic Setting:**

Below is a list of dos and don'ts applicable to course discussion boards and other aspects of a virtual course environment.

#### SUGGESTIONS FOR POSTING TO DISCUSSION BOARDS, CHATS, BLOGS, AND WIKIS

Do:

- Post in a manner that reflects your preparation, motivation, and knowledge of the course content.
- Post messages relevant to the discussion topic thread.
- Post messages that make a positive and intellectual contribution. • Post messages that contribute to a civilized debate.
- Ask relevant questions.

Don't:

- Don't take a discussion thread off-topic.
- Don't double-post. If possible, edit your post instead of adding one post after another by yourself.
- Don't plagiarize. Ask your instructor or academic adviser for more details about plagiarism, or alternatively you may read the CUNY Academic Integrity Policy.

#### *SPELLING AND GRAMMAR*

Do:

- Write complete and coherent sentences with proper punctuation, capitalization, and grammar.
- Use italics to emphasize a point.
- Write in a manner that reflects your command of the English language as well as your competence of course content.

Don't:

- Don't use all-caps when posting a message. Messages posted in all-caps are interpreted as shouting and are considered very rude and inappropriate. Use italics instead in selected areas of your text to emphasize an important point on your message.
- Don't write incoherent sentences, run-ons, or drop punctuation or capitalization.
- Don't use internet acronyms (e.g., lol, omg)
- Don't use abbreviations, (e.g., "u" for you, "ne1" for anyone)
- Don't swear or use curse words.

### UNDER NO CIRCUMSTANCES

Under no circumstances, start or contribute to flame wars, roasting, or making fun of other students or the instructor. Flame wars are disruptive posts often revolving around two or more individuals. The posts may contain anger, resentment, incivility, personal attacks, or a combination thereof. The posts may contain anger, resentment, incivility, personal attacks, or a combination thereof. Flame wars disrupt the learning process and may make other students uncomfortable. If other persons start a flame war on a discussion board—do not reply or post on the topic.

### *A Final Reminder*

The content posted by students on course discussion boards and blogs is used by the instructor to determine the level at which a student is achieving and how serious the student is towards their studies. Make every opportunity to give an excellent impression and follow the standards of etiquette as applicable to an academic setting explained above.

*The above guide is adapted from the CUNY School of Professional Studies Catalog and Student Handbook.*

### **Academic Integrity Policy**

Kingsborough Community College strives to promote academic integrity among students to help prepare them for their future endeavors. The International Center for Academic Integrity defines academic integrity by 5 core values. These values are as follows:

1. Honesty: The quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service
2. Trust: Academic institutions must foster a climate of mutual trust in order to stimulate the free exchange of ideas.

3. Fairness: All interactions among students, faculty and administrators should be grounded in clear standards, practices and procedures.
4. Respect: Learning is acknowledged as a participatory process, and a wide range of opinions and ideas is respected.
5. Responsibility: A thriving community demands personal accountability on the part of all members and depends upon action in the face of wrongdoing.

To reach academic success, one needs to uphold the 5 core values of honesty, trust, fairness, respect and responsibility. Failure to do so may result in charges of academic dishonesty. Academic dishonesty is prohibited by CUNY and Kingsborough Community College and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, internet plagiarism, obtaining unfair advantages, and falsification of records.

Read the Full Statement online [here](#).

### **Civility Statement**

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom. Courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Whether we are students, faculty, or staff we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

### **Access-Ability Services Statement**

Access-Ability Services (AAS) is committed to opening doors of equal opportunity to individuals with disabilities at Kingsborough Community College. Our goal is to equalize educational opportunities and to provide access through appropriate academic accommodations. It is the policy of The City University of New York (CUNY) and the constituent colleges and units of

The University to provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence. Kingsborough Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students

needing assistance can seek accommodations from Access-Ability Services at 718-368-5175 or contact the Title IX Coordinator at 718-368-6896, Room in V-231 or at [Title IX\\_Inquiries@kbcc.cuny.edu](mailto:Title_IX_Inquiries@kbcc.cuny.edu).

- For more information on Access-Ability Services, please visit:

<https://www.kbcc.cuny.edu/access-ability/homepage.html>

- For more information on Title IX Policies, please visit:

[https://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/title\\_ix.html](https://www.kbcc.cuny.edu/studentaffairs/student_conduct/title_ix.html)

Access Resource Center Syllabus Statement:

Access Resource Center is a one stop student support service office. ARC is dedicated to supporting students outside the classroom. By providing government entitlements, food assistance and other resources ARC assist students throughout their academic career and beyond. ARC is here for you! Contact ARC at:

**Campus Office:** E-116 Tel: 718-368-6713

[arc.kcc@kbcc.cuny.edu](mailto:arc.kcc@kbcc.cuny.edu)

[hattie.elmore@kbcc.cuny.edu](mailto:hattie.elmore@kbcc.cuny.edu)

[www.kingsborough.edu/arc/homepage.html](http://www.kingsborough.edu/arc/homepage.html)

**Religious Observances:** Students who anticipate missing a class or an assignment submission due to a religious or cultural observance are required to contact me no later than the end of the second week of class.

**Preferred Name or Gender Pronoun:** At Kingsborough Community College we affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. If you have any questions or concerns, please do not hesitate to contact me.

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>College</b>                                                                      | Kingsborough Community College                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b> | MUS 2800                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Title</b>                                                                 | Introduction to Hip Hop: Music, History & Culture                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Department(s)</b>                                                                | Communications & Performing Arts                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Discipline</b>                                                                   | Music                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Credits</b>                                                                      | 3                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Contact Hours</b>                                                                | 3                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Pre-requisites (if none, enter N/A)</b>                                          | N/A                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Co-requisites (if none, enter N/A)</b>                                           | N/A                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Catalogue Description</b>                                                        | Explores the historical development of Hip Hop from its origins in the South Bronx in the late 70's through current times within social and political contexts. The related art forms of break dancing, rapping, turntablism, and graffiti art will be examined in order to show how Hip Hop culture has been used as an agent for social change and development of identity. No previous musical experience in required. |
| <b>Special Features (e.g., linked courses)</b>                                      | N/A                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Sample Syllabus</b>                                                              | Syllabus must be included with submission, 5 pages max recommended                                                                                                                                                                                                                                                                                                                                                        |

**Indicate the status of this course being nominated:**

☐ current course   ☐ revision of current course   ☒ a new course being proposed

### CUNY COMMON CORE Location

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Required Core</b></p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p> | <p><b>Flexible Core</b></p> <p><input type="checkbox"/> World Cultures and Global Issues (A)</p> <p><input checked="" type="checkbox"/> US Experience in its Diversity (B)</p> <p><input type="checkbox"/> Creative Expression (C)</p> <p><input type="checkbox"/> Individual and Society (D)</p> <p><input type="checkbox"/> Scientific World (E)</p> |
|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                        |

## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |                                                                                                                                                                                                                                                                           |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>                                                             |
|  | <ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>                                                                            |
|  | <ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>                                                                             |
|  | <ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>                                                                                     |

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |                                                                                                                                                                               |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>         |
|  | <ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>                          |
|  | <ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>              |
|  | <ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>                                                          |

|                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C. Life and Physical Sciences:</b> Three credits                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>                                                                                                                                                                                                                                                                                           |
| <b>II. Flexible Core (18 credits)</b><br>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>A. World Cultures and Global Issues</b>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>                                                                                                                                                                                                                                                                                                           |
| A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul> |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>                                                                                                                                                                                                                                                                         |

## B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

This course invites students to engage with Hip Hop through diverse source materials, including scholarly readings, documentary films, song lyrics, interviews, and journalistic accounts. Assignments such as the Cultural Analysis writing assignment along with weekly listening and reflection assignments require students to interpret historical and cultural content from multiple perspectives, including those of artists, critics, and scholars. By analyzing both academic and primary sources—from archived performances to social commentary—students develop critical thinking skills essential for evaluating contrasting viewpoints and constructing informed arguments about the evolution and impact of Hip Hop culture.

- Gather, interpret, and assess information from a variety of sources and points of view.

Course activities such as the Cultural Analysis paper and class writing assignments ask students to critically assess the meaning, context, and societal implications of artistic and academic works. Students examine arguments surrounding commercialization, cultural appropriation, and authenticity in hip hop, using evidence from lectures, assigned readings, and media analysis. They are expected to identify bias, evaluate the strength of supporting evidence, and formulate reasoned critiques of opposing viewpoints. These exercises build the capacity for thoughtful, analytical engagement with both cultural texts and academic discourse, fostering intellectual rigor within a music-focused curriculum.

- Evaluate evidence and arguments critically or analytically.

Throughout the course, students are required to build structured arguments in both oral presentations and written assignments, reflection essays, and end-of-semester writing assignment. These assignments ask students to use textual, historical, and cultural evidence—drawn from scholarly readings, music, and media—to make and support claims about hip hop's artistic, political, and social dimensions. By articulating original interpretations and defending them with contextual support, students strengthen their ability to communicate complex ideas clearly and persuasively in both academic and public discourse.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

This course draws on methodologies from cultural studies, history, sociology, African American studies, and communications to explore the development of hip hop in the United States. By studying hip hop's emergence in the Bronx and its evolution across regions and time, students examine how the genre reflects the lived experiences of marginalized communities. Assignments and class discussions emphasize the intersection of race, class, gender, and politics in shaping U.S. identity. Students learn to apply interdisciplinary tools to analyze how Hip Hop documents and critiques the nation's

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| social and cultural diversity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |
| This course guides students in examining major themes of U.S. history—such as systemic racism, urbanization, economic inequality, and freedom of expression—through the lens of Hip Hop culture. The course emphasizes historical analysis from diverse perspectives, including those of African American, Afro-Caribbean, and Latinx communities. Assignments ask students to evaluate how different stakeholders have interpreted the same historical events. This approach allows students to deepen their understanding of U.S. history while recognizing how historical narratives are shaped by culture, identity, and access to power.                                                                                                       | <ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>                                                                                                                                        |
| The course engages students in evaluating how African diasporic experiences—including slavery, migration, and systemic marginalization—have shaped American culture through the development of Hip Hop. Topics covered include the legacies of slavery in urban poverty, policing, and segregation, as well as how immigration has influenced regional Hip Hop styles and lyrical content. Students examine how indigenous and Afro-Caribbean cultural practices contributed to Hip Hop's formation, particularly in the Bronx. Through curated readings, music analysis, and multimedia assignments, students develop an understanding of how these historical forces continue to influence contemporary American society and artistic expression. | <ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>                                                                           |
| Course materials and assignments explore how Hip Hop culture interacts with major social institutions, such as education, media, law enforcement, and the music industry. Students analyze how systemic inequality has shaped, and been challenged by, Hip Hop's lyrical content, community activism, and representation in popular culture. Projects and discussions investigate how race, class, and gender are expressed through artistic production, identity formation, and social commentary. This interdisciplinary approach encourages students to critically evaluate the dynamics of power, privilege, and resistance as reflected in one of the most influential cultural movements in modern American life.                             | <ul style="list-style-type: none"> <li>Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul> |
| <b>C. Creative Expression</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                |
| A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>                                                                                                                                                       |
| A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                |

|  |                                                                                                                                                                                                                                                                                              |
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|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>                                                     |
|  | <ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>                                                                                                                          |
|  | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>                                                                                                                                                                    |
|  | <ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>                                                                                                                                                                     |

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>D. Individual and Society</b><br>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.          |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>                                                                                                                                                                                                                                                                   |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                                                                                                                                                                                                                                                                                               |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>                                                                                                                                                                                                                                                                    |
| A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will: |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul> |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>                                                                                                                                                                                                                                                                     |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>                                                                                                                                                                                                                                                                                        |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>                                                                                                                                                                                                                                                     |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>                                                                                                                                                                                                           |
| <b>E. Scientific World</b><br>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.                |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>                                                                                                                                                                                                                                                                   |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                                                                                                                                                                                                                                                                                               |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>                                                                                                                                                                                                                                                                    |
| A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will: |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>                              |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>                                                                                                                                                                                                                      |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>                                                                                                                                                                                                                                                                  |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>                                                                                                                                                                       |
|                                                                                                                                       | <ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>                                                                                                                                                                                                                                        |