

Assignment:

*Since so much of music and sports happens aurally, instead of writing papers, you will be producing brief audio stories in response to class readings and discussion. Think about short NPR pieces as good examples.*

*Your goal: 3 minutes of articulate audio that*

- *incorporates 3 references to class readings or speakers (Do not use outside sources. You will reference the in-class sources by saying something like: For an in - class speaker: "As Dr. Jonathan Dueck of George Washington University mentioned in his lecture, basketball blah blah blah" For a printed source: "Can your playlist choices make you faster? According to Dr. Costas Karageorghis in his chapter in Sporting Sounds, music can have a positive impact on performance."*
- *incorporates 3 audio clips of no more than 10 secs each. Because we will be using such brief clips, it's all under "fair educational use" so you can pull sources from wherever you like. Grab an excerpt of an MP3 from your own collection. Your own live recording from a sporting event. A sound clip captured off of YouTube/the web. My only requirement is that the sound is clear and that you use it wisely. This is substance, not filler.*

*While you don't need a "thesis" per say, you need to have a coherent train of thought and build an argument. This should not meander as a lost train of thought. It should address the question very directly.*

*Grading Rubric: Time (roughly 3 mins): 10%; 3 References: 15%; 3 Sound clips: 15%; Content (directly addresses question, makes sense, contributes an insight that engages with scholarship to say something impactful): 60%.*

*These are due posted to #SyracuseUniversityMusic&Sports on SoundCloud by class time. If you are late, you get a ZERO because the point of class that day then is to listen to each other's work and discuss. You will all have answered the questions differently, so we will talk about the approaches that you all took and why. We will peer-review what was effective and what might need some more training.*

- *Assignment 1: Why do we play the national anthem at sporting events?*
- *Assignment 2: How do links between music and sport impact marketing?*
- *Assignment 3: How does regional music build identity through sport?*
- *Assignment 4: Archival Tracks: These will be explained separately*
- *Assignment 5: How has the use of music in baseball stadiums evolved over time?*

I gave them an additional instruction sheet that had some elaboration on how I wanted them to approach the purposefully open-ended prompts.

*Outlines of example answers to the prompt "Why do we sing national anthems at sporting events?"*

*This could be sweet and innocent. Like, in all seriousness, "How did it come to pass that my kid sister's softball team puts their hands over their hearts and sings this song before turning cartwheels in the outfield?" Trace the history, give some examples. Done.*

*Or it could get political legs. More of, "Why on earth are we singing this militaristic stuff before everything?" or "How does my 5k to raise \$ for breast cancer research need political overtones?" or "With so many international professional athletes (often from countries the US of A is currently bombing) does it even make sense before NFL or NBA games?"*

*See? Same question. Two 100% valid takes as long as you support with references and sound clips. You can have an opinion. It just needs to be an intelligently defended one.*