COJO 1000 – Intro. to Mass Media
Content Interaction 1 (100 pts)
Due: Wed. 9/28 by 11:59 p.m. in e-Companion Dropbox

OPTION 1
MUSIC & RADIO

Overview
For the first content interaction, you have a choice between two options. This is the explanation for Option 1.

You will listen to 6 different popular songs from 1890-1925. The songs will all focus on one topic (e.g., love/romance, religion, alcohol/drinking, death/afterlife, war, gender roles, or race/ethnicity). Then, you will compare the historical songs to the popular music of today about the same chosen topic.

Instructions
For this assignment, you will use the cylinder preservation and digitization project online at the University of California – Santa Barbara. You will need Internet access and the ability to play audio files either through your browser or after downloading them to your computer. I don't recommend downloading the 24-bit files, as they are much larger and the quality will not be noticeably better for you.

1. Choose a topic. Your task is to investigate one of the topics listed below and how that topic was treated in popular music of the day (roughly 1890-1925).
   TOPICS
   Romance and love
   Race and ethnicity
   Gender roles
   Alcohol, drinking, and temperance
   Religion and God
   Death and the afterlife
   War and battle

2. Go to http://cylinders.library.ucsb.edu/ and search for keywords of your topic area.
   - In the table on the next page are 7 topic areas and a set of keywords or search terms you can use to find the songs. You may use different search terms if you'd like.
   - Find at least 6 different recordings (no more than 2 can be instrumental, no songs can be repeats).
   - Listen to the songs.
   - Answer the questions on the next page.

For efficiency, read through the paper requirements below before accessing the website and listening to the recordings.

Topics and Suggested Search Terms

Romance	Race / Ethnicity	Gender Roles	Alcohol / Drinking / Temperance	Religion / God	Death / Afterlife	War / Battle
Love	Darkey	Lady	Alcoholic	Preacher	Death	War
Kiss	Coon	Ladies	Drinking	Religion	Dying	Battle
Romance	Clancy	Wife	Anheuser	God	Heaven	Fight
	Irish	Mother	Tavern	Jesus	Angels	Submarine
	Erin	Mama	Cork	Prayer		Ship
	Scotch	She's				Army
	Scottish	Women				Navy
	Italian	Father				Shot
	Italy	Daddy				
	Jewish	Men				
	Hebrew	Husband				
	Cohen	He's				

3. Include your name and your topic of interest.

4. In table format, have a column for each of the following elements: song title, performer, year of release or year of recording, and the genre/style of the song (e.g., comedy, country, folk, jazz, classical). In the rows, you should have your 6 songs. This is how your table should look:

Song	Performer	Year	Genre

5. Describe the most common themes. Describe the themes that were most unusual in the collection you have found.

6. Describe any language, themes, or ideas that surprised you in listening. Were there any phrases or terms that you did not understand? You may have to listen to some of these recordings twice so that you get used to the recording quality.

7. Do the themes change over the time frame you have represented in your group of recordings? If so, explain why you think they may have changed. If not, did you expect any changes?

8. List 3-4 recordings of the last few years you might compare to these cylinders (e.g., similar style or genre). How similar are the themes in these early recordings to the themes you hear in popular content today? How has popular music changed in the nearly 100 years since early music recordings?

9. Use your imagination to describe how a person from 1910 might react to the songs you listed as a comparison. What reaction would this person have? Shocked, surprised, outraged, disgusted, excited, etc.? Why would they have the reactions you anticipate?

Guidelines

This paper should be 700-1,200 words, 2-4 pages, double-spaced, 12-pt font, and use 1-inch margins. Submit your paper to the dropbox on e-Companion labeled "CI 2".

Grading Rubric

Grade	Characteristics
A	Follows all of the requirements. Is between 700-1,200 words, 2-4 pages, double-spaced, 12-pt font, and 1-inch margins. Answers all of the required questions. Well-written, interesting, and engaging to read. No spelling and grammar errors. Displays excellent organization of ideas and opinions.
B	Follows all of the requirements. Is between 700-1,200 words, 2-4 pages, double-spaced, 12-pt font, and 1-inch margins. Answers all of the required questions. Well-written, interesting, and engaging to read. One to three spelling and grammar errors. Displays adequate organization of ideas and opinions.
C	Does not follow some of the requirements. Is not between 700-1,200 words, 2-4 pages, double-spaced, 12-pt font, and 1-inch margins. Does not answer some of the required questions. Poorly written at times and not engaging to read. More than four spelling and grammar errors. Displays inadequate organization of ideas and opinions.
D	Does not follow the requirements. Is not between 700-1,200 words, 2-4 pages, double-spaced, 12-pt font, and 1-inch margins. Does not answer most of the required questions. Poorly written and not engaging to read. More than seven spelling and grammar errors. Displays poor organization of ideas and opinions.
F	Incomplete work that is missing nearly all of the required information. More than ten spelling and grammar errors. Displays no organization of ideas and opinions.