

MUS 1307 Music, Robots, Lawyers, and You

Quest 1

I. Course Information

Quest 1 Theme: Justice and Power

Spring 2026

Meeting Day/Time: T 8:30-10:25; R 9:35-10:25

Location: CSE 0365

Primary General Education Verbatim Statement:

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Quest and General Education Credit

Quest 1

Humanities

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Instructor Information

- Dr Imani Mosley – imosley@arts.ufl.edu
- GA — Luis Pro Villamonte lz.provillamonte@ufl.edu
- Office location: 433 Yon Hall
- Office hours: TBA (and by appointment)
- Phone: (352) 392-0223

Course Description

Who makes tomorrow's music? Who controls tomorrow's music? Who owns tomorrow's music? The twentieth century saw the creation of physical music media (such as phonographs, long playing records, cassette tapes) that changed the way we listen to, participate in, understand, and engage with musicmaking. Music throughout the world as well as in the western canon were affected by these advanced cultural and technological changes. Questions around reproduction, how technology affects concepts of the voice and body, the hauntological, issues around labor, and the audiovisual litany grew as media changed and adopted. The move to digital media (mp3 files, streaming music, digital music platforms such as Bandcamp, SoundCloud, and YouTube) only enhanced these questions and concerns. This course will examine the current state of musicmaking in regard to the digital, computational, legal, and ethical. This course will take an interdisciplinary approach to questions around music making and its myriad meanings in a digital age. Through readings and discussion, we will examine who gets left out of conversations around creation, who may be harmed, and how this new mediated way of listening may disturb how we understand music forever.

Required & Recommended Course Materials (to purchase/rent)

Materials and Supplies Fees: n/a

All course materials will be provided by the course and available through Canvas. Readings will be pulled from the following resources:

Nicholas Cook, Monique M. Ingalls, David Trippet, eds. *The Cambridge Companion to Music in Digital Culture*

Kembrew McLeod and Rudolf Kuenzli, eds. *Cutting Across Media: Appropriation Art, Interventionist Collage, and Copyright Law*

Kyle Devine, *Decomposed: The Political Ecology of Music*

Jeremy Wade Morris, *Selling Digital Music, Formatting Culture*

Liz Pelly, *Mood Machine: The Rise of Spotify and the Costs of the Perfect Playlist*

James Boyle and Jennifer Jenkins, *Theft! A History of Music*

Chicago Manual of Style, 16th edition

II. Graded Work

Description of Graded Work

Weekly Graded Assignments

Week 1: Blog Post

Week 2: Writing Assignment (see section below)

Week 3: Blog Post
Week 4: Blog Post
Week 5: Blog Post
Week 6: Writing Assignment
Week 7: Blog Post
Week 8: Blog Post
Week 9: Writing Assignment
Week 10: Writing Assignment
Week 11: Blog Post
Week 12: Blog Post
Week 13: Writing Assignment
Week 14: Blog Post
Week 15: Blog Post

Writing Assignments with Prompts

Week 2: Pick a form of physical or digital media and discuss how its creation/advancement has changed the way we interact with the art form it represents (500 words)

Week 6: Examine cases of “musical plagiarism” and their legal verdicts and make a case for and against the judgement (500 words)

Week 9: Pick an artist you know but don’t listen to on your streaming media service of choice and allow it to make a radio station based off that artist. In a short assignment, observe what choices were made, and how/why you think the artists/songs are connected (500 words)

Week 10: Pick five commercials that use either popular or art music and analyze the way that music is used as an advertising tool (500 words)

Week 13: Envision how we will listen/have access to music in the future, fifty years from now. What will the medium be? How will technology advance? (500 words)

The blog posts will be responses to the assigned readings as well as the overarching themes and discussions in each class. There will be writing assignments as listed on certain weeks (**listed in the Writing Assignment with Prompts section above**); for those weeks the blog post will have a specific prompt. For information on the structure of the blog posts, please see **3. Grading Assessment**. For the additional writing assignments, you will use **Chicago Manual of Style** as your writing style guide (see **Analytic Essay** for more information on style guides).

Grade Percentages

Blog Posts (10)	15%
Writing Assignments (5)	15%
Experiential Learning Component	35%
Final Essay	35%

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers show engagement with the topic, both in a critical and creative fashion. The writing will show that they have understood, evaluated, and synthesized the research in order to coherently discuss the questions/statements made in the prompt. Paper will show the topic has been researched through (appropriate) sources and citations	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Papers show an understanding of the questions conveyed by the prompt and answer them all fully; either a thesis statement or an explanation of the goal of the paper must be stated	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

1. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance: will be taken daily and recorded in the Canvas grade book. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Has completed the assigned work and has shown understanding of the assignment and integrated it with large-scale concepts	Has completed the assigned work but not shown thoughtful integration of concepts	Has not completed the assigned work
Thoughtful: Shows evidence of having understood and considered issues raised.	Is able to communicate and discuss ideas expressed in the readings clearly and thoughtfully alongside their own thoughts about those ideas	Has comments about the reading but does not integrate the concept with their own thoughts	Does not show any interaction with the concepts raised/discussed

Considerate: Takes the perspective others into account.	Engages with contrary opinions and viewpoints, uses them as an entryway into complex conversations	Hears other perspectives but does not engage with them	Does not respect the viewpoints of others, actively promotes a sole particular stance
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2. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points	C	74 – 76%
A-	90 – 93%	C-	70 – 73%
B+	87 – 89%	D+	67 – 69%
B	84 – 86%	D	64 – 66%
B-	80 – 83%	D-	60 – 63%
C+	77 – 79%	E	<60

3. Grading Assessment

For each week, there will be a question based on that week's readings that the blog post will need to answer. This can be a few sentences long. Each blog post will be graded based on its ability to answer that week's question. The blog posts will be written in a discussion space on Canvas and each post will receive written feedback within the week after it has been turned in in the form of comments on the post. Additional writing assignments will be uploaded as .docx files that will receive feedback in the form of comments and track changes on said document. They will also be returned within the week after they have been turned in.

III. Quest Learning Experiences

1. Details of Experiential Learning Component

Students will be encouraged to apply class learnings to their daily experience as students and community members on campus through an assignment or assignments TBD.

Experiential Learning Component Rubric

	SATISFACTORY	UNSATISFACTORY
Subject Knowledge	The group shows that they have a command of the concepts and language around introductory forensic musicology (how to talk about music in a court of law), copyright, and the works in question	The group does not model their presentation on the case studies discussed in class, cannot talk about the works in question in order to convey their argument
Organization	The group has a clear defense based off a position decided by the group in regard to the two songs in question	The group asks meandering questions, does not show the existence of a thought-through defense based on examples and information

2. Details of Self-Reflection Component

For self-reflection, each week you will add an entry to a blog space where you will reflect on the week's readings, media, and if relevant, previous class discussion. While the blog is informal in content, it is more formal in writing style. Think of it as a kind of public writing and write accordingly.

IV. General Education and Quest Objectives & SLOs

1. This Course's Objectives—Gen Ed Primary Area and Quest

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	... explore how music creation and music culture in the present day can reveal issues around what it means to listen, whether or not access to music is a right or a privilege, and how technology can be used to dehumanize and terrorize	... examining examples of current day music practices including streaming music, algorithms, artificial intelligence, digital music cultures, passive listening, and curation.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition.	...identify, describe, and explain the issues surrounding the creation of art in the twenty-first century including but not limited to the philosophical, ethical, legal, musicological and artistic	...discussing these issues with each other in class, writing about them in their blog posts (identifying them as they occur in readings and in class discussions), and writing about them in depth in their various essays
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives.	...analyze and evaluate artworks as well as writings about those artworks not only as cultural objects but <i>objets d'art</i> , understanding how they are shaped by their creators as well as	...discussing the artworks in class as well as through thorough and close reading of source material, placing artworks at the center of their experiential learning as well as their writing, and honing in on

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
		the cultural and digital world around them	specific examples as case studies
	Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development.	...examine the role that music and various musical cultures play in our lives and in the creation of global culture writ large.	...engaging in rigorous class discussion as well as examining music and culture through case studies, writing about the intersection of music and cultural life in their midterm and final essays, and reflecting on these topics in their blog posts

2. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain the issues surrounding the creation of art in the twenty-first century including but not limited to the philosophical, ethical, legal, musicological and artistic	Class participation, midterm essay, blog entries, and assignments
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Analyze and Evaluate artworks as well as writings about those artworks not only as cultural objects but objets d'art, understanding how they are shaped by their creators as well as the cultural and digital world around them	Class participation, Midterm Essay, experiential activity, and Final Essay
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Develop and present responses through consistent writing about music as well as through class discussion	Blog posts and class discussion

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect course content through learning critical thinking skills and being able to investigate and analyze complex arguments	Class discussion

V. Required Policies

1. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

2. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

3. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

4. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

6. Policy on Recordings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally

are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.