



Music in Modern Britain

[Faculty Contact Information](#)

Name:

Email:

Office Hour information:

[Course Information](#)

Course Description

This course examines a wide range of key British musical genres in diverse settings from 1900 to the present day. The modern world of global travel and technology has reshaped every industry, and the musical world is no exception. The stylistic traits of different artists and genres (the forms, lyrics, instrumentation, etc.) are examined as well as the cultural, political, and economic contexts in which each was created.

Course Goals

This course develops student knowledge of a range of musical styles and periods within the context of the British Isles from 1900 to the present day. It provides students with an analytical understanding of music in both social and political context as well as discussing music alongside the importance of place.

Student Learning Outcomes

At the end of this course, students will:

1. Illustrate key genres and musical styles in British Music between 1900 and the present day.
2. Summarise the cultural contexts of key developments in British Music.
3. Using academic texts on music explain trends in British Music in a confident manner and with an improved vocabulary.

[Course Assignments, Grading, and Assessment](#)

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Blog	20%	Please see rubric on MyStudy
Concert report	20%	Please see rubric on MyStudy
Presentation	20%	Please see rubric on MyStudy
Individual Research Paper and Short Presentation	20%	Please see rubric on MyStudy

[Brief Assessment Overview](#)

Assessment 1: Blog

Due:

You will set up your own blog and regularly reflect on the course topics and fieldtrips (e.g. music venues, festivals, artists etc.). Later in the course you will present your blog to the class and discuss

any issues or events you have found particularly interesting. There will be a session on how to set up a blog.

Assessment 2: Concert Report

Due:

Each student writes a concert report, consisting of at least 750 words. Students should relate the review to a specific theme of British music and culture, discussing how the particular line of discourse chosen illuminates the event. Students should avoid limiting their work to descriptive accounts of the event in which purely subjective impressions are recounted.

Assessment 3: Presentation

Due:

In pairs students collaborate to devise and deliver a ten-minute presentation to the class. The presentation must feature an aspect of music in London or the UK more widely (such as a venue, festival or British artist). Each pair must write a 150-word proposal outlining the research question proposed for the presentation before embarking on the assignment.

Assessment 4: Individual Research Paper and Short Presentation

Due:

Each student writes a short paper, of at least 2,000 words, on a topic of their choosing that must be approved by the instructor, formulating an appropriate essay question based on topics discussed in class. Each student also gives a short presentation about their essay to the rest of the class.

Grading

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

Relevance	Knowledge and Understanding	Analysis, Critical Thinking and Integration of Experiential Learning	Scholarship and Style
Questions are interpreted correctly; Argument/thesis is clear and developed throughout; Discussion is focused on topic of the questions; Irrelevant content and discussion are not included	Recommended literature and/or research guidelines are used and interpreted appropriately; Selection and use of evidence shows understanding and insight; There is evidence of study beyond the recommended literature and that	Approach shows evidence of analysis and independent reasoning; Originality in argument; Evidence of critical insight and reasoned questioning of assumptions; Integration of connections and experiences outside	Conclusions are well justified and complete; Facts reported and statements made are accurate; Writing is clear and fluent; All sources are appropriate, accurately acknowledged and formatted in recognised style;

		introduced in the module	of the formal classroom	All work is the student's own
A 93-100 %	Totally appropriate interpretation and relevant; Excellent and thorough thesis development	Comprehensive understanding and mastery of core evidence and extensive wider reading	Excellent analytical skills, outstanding evaluation of evidence, independent and original critical insight; Meaningfully integrates experiential learning where appropriate	Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified; Accurate and thorough referencing
A- 90-92%	Almost wholly appropriate interpretation and relevant; Very strong thesis	Very strong understanding of evidence and clear evidence of appropriate wider reading	Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight; Effectively integrates experiential learning where appropriate	Almost wholly accurate and fluent writing using appropriate language, conclusions are full and justified; Accurate referencing
B+ 87-89%	Appropriate interpretation and relevant; Good thesis throughout	Strong understanding of evidence and appropriate wider reading	Very good analytical skills, strong evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; conclusions are justified; Accurate referencing

B 83-86%	Largely appropriate interpretation and relevant; Thesis is clear	Good understanding of evidence and some appropriate wider reading	Good analytical skills, good evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; Conclusions are justified; Accurate referencing
B- 80-82%	Mostly appropriate interpretation and relevant; Thesis is underdeveloped but clear	Sound understanding of evidence and some wider reading	Sound analytical skills; Sound evaluation of data; Shows some critical judgement identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent; Sound use of referencing conventions
C+ 77-79%	Some appropriate interpretation and relevant; Thesis is underdeveloped and lacks clarity	Evidence is largely understood and some wider reading	Sometimes inconsistent analytical skills; Some evaluation of data; Shows some critical judgement though often descriptive; Identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions
C 73-76%	May contain some misinterpretation and/or irrelevant material; Thesis lacks clarity	Evidence is largely understood; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Scant critical judgement mostly descriptive;	Some level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported;

			Identifies experiential connections	Sound use of referencing conventions
C- 70-72%	Limited interpretation and relevance; Thesis is inconsistent	Weak understanding of evidence; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Lacks critical judgement; Little integration experiential learning	Inconsistent written fluency; Weak use of appropriate language; Weak justification for conclusions; Adequate use of referencing conventions
D 60-69%	Limited interpretation and relevance; Lacks thesis	Weak understanding of evidence and limited, inappropriate wider reading	Inconsistent and weak analytical skills, poor evaluation of evidence, lacks critical insight; Little integration of experiential learning	Inconsistent written fluency; No justification for conclusions; Inaccurate use of referencing
F 0-59%	Significant misinterpretation and irrelevant material	Lacks understanding of evidence and inappropriate or no wider reading	Lacks analytical skills, lacks evaluation of evidence, lacks critical judgement; Lacks integration of experiential learning	Poorly written with little fluency; No justification for conclusions; Poor referencing; Evidence of plagiarism or inappropriate use of AI

Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline,

including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.
- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

All the weekly readings are available on MyStudy. The readings include texts about music written from a variety of perspectives such as academic music writers, philosophers, composers, performers, and journalists.

Additional Resources and Readings

Du Noyer, P. (2010). *In the City: A Celebration of London Music*. Virgin Books.

MyStudy@FIE

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

FIE's Values in the Curriculum

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

Topics

- British Classical Music: A plotted history from 1900 to the present day.
- British Pop Music in the 1950s/60s: The Beatles and the Rolling Stones
- Manchester to Brit-pop to London 2012: The effect of British pop music on (inter)national events
- The rise and fall of the British Nightclub: British Rave and Dance Music
- British Musical Venues from 1900
- British Classical Music: The Early Music Revival
- British Classical Music: Diversity on the page and on the stage
- Music Festivals: Glastonbury to the BBC Proms and the power of collective engagement
- Music and technology: The effects of social media and AI on the music industry

Possible co-curricular activities

- A variety of concerts across different genres and venues
- Handel Hendrix House
- Relevant Museum and Gallery Visits

Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give

the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed. If you have further questions or need further support, please go to the front office of Foundation House or contact admin@fie.org.uk and the member of the team designated to support accessibility will be able to help you.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE offers mental health support. If students wish to seek this support, including with FIE's counselor, simply email studentlife@fie.org.uk. If you have a counselor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.