**MUI 402 – Current State of the Music Industry**
**Monday/Wednesday 9:30AM – 10:25 AM Crouse 306**


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| Instructor | Gregg Barron | Phone | (917) 838-8041 |
| Office | 120D Crouse College | E-mail | gpbarron@syr.edu |
| Office Hours | Tuesday 2:00-5:00 | | |


## Prerequisite / Co-requisite:

MUI 205,206,305,405

## Audience:

Senior Music Industry Majors and Minors only

**Course Description:**

Assigned projects requiring individual preparation and presentation. Emphasis on the current state of the music industry with implications for the future. Projects require interaction with local experts and national leaders.

## Additional Course Description:

This course is designed as a senior research seminar where students have completed the core curriculum courses in the music industry degree. Assigned projects require both individual and group preparation and presentation. In order to properly prepare seniors for various career tracks, it is essential for participants to focus on current issues, trends, legal precedents, global initiatives, mergers and acquisitions and information relating to advancements in technology that impact the music industry. Participants are expected to develop a corporate boardroom mentality, think critically and effectively in pressure situations that require teamwork, meeting goals, deadlines and following instructions. The other focus during the semester is to assist students with self-evaluation of their career aspirations and how to effectively prepare for obtaining a job in the industry.

## Credits: 2

## Learning Objectives:

**After taking this course, students will be able to:**

1. Discuss in detail: trends, important events, and changes during the previous and present calendar year in all areas of the music and entertainment industry including artist management, agency groups, concert promotion and production, technology, arts advocacy, recording industry, music publishing and licensing, performing rights organizations, copyright and other legal matters, industry education, trades and charts, new and social media.
2. Identify and name important leaders in all areas of the music industry.
3. Perform investigative and quantitative research.
4. Report on and properly source and quote where information has been discovered.
5. Demonstrate excellent communicative skills through both individual, professional presentations and the discussion of presentations by

colleagues.
6. Demonstrate the ability to evaluate objectively the work of others.
7. Demonstrate the ability to evaluate one's own work objectively.

This class will focus on two of Syracuse University's Shared Competencies

1. Critical and Creative Thinking
2. Communication Skills

## Bibliography/ Texts / Supplies – Required:

- There is no required text for this course. This senior seminar research class recommends that students have access to the digital edition of Billboard and links to a number of music industry website resources, trades and news articles that they learned about in earlier music business classes.
- Where appropriate and relevant to the research areas assigned throughout the semester, additional resources will be added through team research and if appropriate, PDF versions will be posted in the resources link of the course website.
- A working Wi-Fi enabled device such as a laptop computer, iPad, smart-phone, etc. appropriate for in-class readings and assignments.

## Requirements:

All assignments require a presentation. Each class member is provided with an evaluation form based upon a rubric tabulating a peer reviewed grade assessment for the presenting team. Each team member also assesses their own grade. Important components of the project's requirements are planning, implementation, time management, reasonable and appropriate communications skills. Assessments also include punctuality and equal share of the research and presentation requirements.

**Assignment #1: Team Research Presentation # 1: Teaching** – each team will be provided with a research project based upon a specific current issue in the industry. Each team's chosen topic will initially develop by a series of full class brainstorming sessions. A team leader is assigned by the groups and the teams will create a formal, comprehensive, and authoritative presentation of their research to the whole class with a pre-determined deadline to present. No issue may be presented by more than one team. Each class member is provided with an evaluation form based upon a rubric tabulating a peer reviewed grade assessment for the presenting team. Each team member also assesses their own grade. Important components of the project's requirements are planning, implementation, time management, reasonable and appropriate communications skills. Assessments also include punctuality and equal share of the research and presentation requirements. At the end of the presentation, the team is required to provide a Q & A session. Learning objectives: 1-7.

**Assignment #2 – (Industry expert interviews - options)**

**Option #1 Industry Trend Validation Project** Students identify a trend or prediction about the music industry's future (from Billboard, MBW, class, internships, their own observation) and interview 3-6 professionals across different sectors to validate, challenge, or nuance the

trend. They synthesize conflicting perspectives and make evidence-based predictions. Teams will present a research report with methodology, interview findings, analysis, and supported conclusions about the trend's validity and implications.

**Option #2 Industry Career Path Project** Students interview 3-6 professionals who work in a specific area of the industry (A&R, touring, label, publishing, etc.) at different career stages (entry-level to executive). They create a comprehensive "career map" showing: educational backgrounds, how they got their first job, career progression, skills needed at each level, salary ranges, current challenges, and advice for students. Deliverable: Research report with interview transcripts/summaries and visual career pathway diagram.

**Option #3 Industry Solution** Students identify a specific problem in the music industry and interview 3-6 professionals who are actively working to solve it. Examples: interview founders of artist advocacy organizations, supporters of higher streaming rates or recording artists/songwriters, touring sustainability consultants, mental health advocates, diversity initiatives leaders. Deliverable: Presentation showcasing the problem, solutions being attempted, and effectiveness assessment.

**Assignment #3: First year budget** – Many of you will be looking to start your career in 3 or 4 months. You must create a personal budget based on the area in which you choose to live, the average starting salary you expect to earn and all of the other financial factors to be considered (transportation, living expenses, hobbies, subscriptions, health and wellness, taxes, etc). Regardless of you're actual real-file situation (maybe your parents live in NYC or LA), you must create a budget for living without their financial support. No help with the rent, no staying on their insurance plan, no sharing streaming subscriptions, etc.

**Assignment #4: Cover Letter/Resume/Interview –** Find a job you're interested in. Create a cover letter and resume tailored toward that job in particular. Post to Blackboard and the instructor will provide constructive criticism/advice. We will conduct in-class interviews. Each of you will take a cognitive test with questions often posed by today's larger companies and you will be "interviewed" in class with questions designed to challenge you.

**Capstone** – Working alone or in a team of 2, each team will select an area/issue in the music industry to research in length and give a final presentation at the end of the semester. Each team's chosen topic will initially develop by a series of full class brainstorming sessions. Suggested topics will also be shared. The teams will create a formal, comprehensive, and authoritative presentation of their research to the whole class with a pre-determined deadline to present. **You may choose any topic you wish provided it is pertinent to the current industry and approved by the professor. You may develop a fictional business plan, re-argue a notable legal case (Blurred Lines, social media music infringement), lobby Congress to enact a law or regulate and unfair area or the industry, created a white paper on the future of the industry**

Each class member is provided with an evaluation form based upon a rubric tabulating a peer reviewed grade assessment for the presenting team. Each team member also assesses their own grade. Important components of the project's requirements are planning, implementation, time management, reasonable and appropriate communications skills. Assessments also include

punctuality and equal share of the research and presentation requirements. At the end of the presentation, the team is required to provide a Q & A session. Learning objectives: 1-7.

In lieu of a capstone, non-MUI majors must create a detailed white paper predicting major developments in the music industry over the next 5–10 years, citing historical trends, current data, and legal/policy changes. You will present your findings alongside the capstone presentations.

## Grading

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|---|---|
| Assignemnt # 1 : Teach | 20% |
| Assignment # 2: Interview | 20% |
| Capstone | 50% |
| Attendance/ Participation | 10% |
| **Total** | **100%** |

| Grades * | Percentage Range |
|---|---|
| **A** | **93-100** |
| **A-** | **90-92** |
| **B+** | **87-89** |
| **B** | **83-86** |
| **B-** | **80-82** |
| **C+** | **77-79** |
| **C** | **73-76** |
| **C-** | **70-72** |
| **D** | **60-69** |
| **F** | **0-59** |

## Course Schedule:

| Week/Lecture | Topic | Required Reading and Assignment | Learning Outcomes Addressed |
|---|---|---|---|
| Week 1 – Jan. 12 | Introduction, requirements, expectations, Brainstorming project #1. Team assignments | Read BB (the year in…) / MBW for potential topics | #1-7 |
| Week 1 – Jan 14 | Brainstorming cont'd<br>Team selections | Individual team meetings | #1-7 |
| Week 2 – Jan 19 | **NO CLASS – MLK DAY** | | |
| Week 2 – Jan 21 | Individual team meetings | Individual team meetings | #1-7 |
| Week 3 – Jan 26 | Individual team meetings | Individual team meetings | #1-7 |
| Week 3 – Jan 28 | Individual team meetings | Individual team meetings | #1-7 |
| Week 4 – Feb 2 | Individual team meetings | Individual team meetings | #1-7 |
| Week 4 – Feb 4 | **Project # 1: Teach** | **Peer/self - graded assignment** | #1-7 |
| Week 5 – Feb 9 22 | **Project # 1: Teach** | **Peer/self - graded assignment** | #1-7 |
| Week 5 – Feb 11 | Assignment #2 Debate: Brainstorm | Brainstorm Debate Topics | #1-7 |
| Week 6 – Feb 16 | Individual team meetings | Individual team meetings | #1-7 |
| Week 6 – Feb 18 | Individual team meetings | Individual team meetings | #1-7 |
| Week 7 – Feb 23 | Individual team meetings | Individual team meetings | #1-7 |
| Week 7 – Feb 25 | Individual team meetings | Individual team meetings | #1-7 |
| Week 8 – Mar 2 | **Project #2 Industry expert Interview Presentations** | In-class debate | #1-7 |
| Week 8 – Mar 4 | **Project #2 Industry expert Interview Presentations** | In-class debate | #1-7 |
| Week 9 – Mar 9,11 | **NO CLASS – SPRING BREAK** | | |
| Week 10 – Mar 16 | Discuss capstone, remaining assignments<br>Individual team meetings | Individual team meetings | #1-7 |
| Week 10 – Mar 18 | Individual team meetings | Individual team meetings | #1-7 |
| Week 11 – Mar 23 | **Assignment #3: First year budget** | **Budget Presentations** | #1-7 |

| Week/Lecture | Topic | Required Reading and Assignment | Learning Outcomes Addressed |
|---|---|---|---|
| Week 11 – Mar 25 | Individual team meetings | Individual team meetings | #1-7 |
| Week 12 – Mar 30 | Individual team meetings | Individual team meetings | Individual team meetings |
| Week 12 – Apr 1 | Individual Team Meetings | Individual team meetings | #1-7 |
| Week 13– Apr 6 | Individual Team Meetings | Individual team meetings | #1-7 |
| Week 13 – Apr 8 | **Job Interview test and questions** | **Resume / cover letter due** | #1-7 |
| Week 14– Apr 13 | Individual Team Meetings | Individual team meetings | #1-7 |
| Week 14 – Apr 15 | Capstone Presentations | **Capstone Presentations** | #1-7 |
| Week 15 – Apr 20 | Capstone Presentations | **Peer/self - graded assignment** | #1-7 |
| Week 15 – Apr 22 | Capstone Presentations | **Peer/self - graded assignment** | #1-7 |
| Week 16 – Apr 27 | Capstone Presentations | **Capstone Presentations** | |

**Spring 2024 Academic Calendar**

**https://www.syracuse.edu/assets/documents/2023-24_Academic_Calendar_with_Deadlines_FINAL_Summer_Adjustment_1.pdf**

**Course Specific Policies on attendance, late work, make up work, examinations if outside normal class time, etc.:**
Attendance is required. Verifiable absences for medical or family emergencies are excused, and the student is responsible for the missed content. Two unexcused absences are allowed; every additional two unexcused absences will result in a one-third letter grade deduction (i.e., from A to A-). Assignments are expected to be delivered on time; late submissions will receive reduced grade points. Late assignments will result in a one point grade deduction per day past the assignment due date.

**University Attendance Policy**
Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use "ESPR" and "MSPR" in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SUccess. More information regarding Orange SUccess can be found at http://orangesuccess.syr.edu/getting-started-2/.

Students should also review the University's religious observance policy and make the required arrangements at the beginning of each semester.

**Syracuse University Policies**:
Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important of these concern:

**Diversity and Disability** (ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community) can be found at: https://www.syracuse.edu/life/accessibilitydiversity/.

**Religious Observances Notification and Policy** (steps to follow to request accommodations for the observance of religious holidays) can be found at: http://supolicies.syr.edu/studs/religious_observance.htm

**Orange SUccess** (tools to access a variety of SU resources, including ways to communicate with advisors and faculty members) can be found at: http://orangesuccess.syr.edu/getting-started-2/

**Disability-Related Accommodations**: Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process. https://disabilityresources.syr.edu/

**Academic Integrity Policy:** Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.