COMMON COURSE OUTLINE: Course discipline/number/title: MUSC 1221: Popular Music in the United States

A. CATALOG DESCRIPTION
   1. Credits: 3
   2. Hours/Week: 3
   3. Prerequisites (Course discipline/number): None
   4. Co-requisites (Course discipline/number): None

   This course is a survey of American Popular Music from 1840 to the present. The music styles studied include Blues, Gospel, Folk, Bluegrass, Country, Ragtime, Jazz, Latin Music, Musical Theater, Rock and Contemporary Popular Music. RECOMMENDED ENTRY SKILLS/KNOWLEDGE: College-level reading and writing skills.

B. DATE LAST REVISED (Month, year): February, 1997

C. OUTLINE OF MAJOR CONTENT AREAS:
   1. Perspectives on Popular Music
      a) What is popular music?
      b) The importance of popular music
   2. The Elements of Popular Music
      a) The properties of musical sound
      b) The elements of popular music
      c) Instrumentation, dynamics
      d) Rhythm, melody, harmony
      e) Form, performing style, texture
   3. The Sources of Popular Music
      a) The European heritage
      b) Anglo-American folk song
      c) The African heritage
   4. The Birth of American Popular Music
      a) America's emerging identity
      b) Stephen Foster and the development of a new American style
      c) Minstrelsy
   5. Popular Music after the Civil War
      a) Post-war popular song
      b) Popular stage entertainment
      c) The concert band and the march
   6. Ragtime and its Impact
      a) The meanings of ragtime
      b) The ragtime years
      c) The impact of ragtime
      d) The sound of ragtime
   7. The Blues
      a) Blues styles
      b) The meanings of the blues
      c) The sound of the blues
      d) The sound of early blues styles
   8. Syncopated Song and Dance
      a) Popular music and society
      b) The new sound of syncopated song
      c) The heyday of popular song
      d) Old and new song styles
   9. Popular Song and Singing after 1930
      a) Crooning vs. jazz singing
      b) The craft of song writing
      c) Popular song after WWII
C. **OUTLINE OF MAJOR CONTENT AREAS: Continued. . . .**

10. American Musical Theater  
   a) Showboat, Oklahoma, and West Side Story  

   a) The boundaries of country music  
   b) Parallels between country and African-American music  
   c) Country music from its beginning to the emergence of rock and roll  

12. Latin Music in the United States  
   a) Roots of Latin styles  
   b) Latin music in the U.S.A.  

13. The Roots and Early Years of Rock  
   a) The roots of rock and roll  
   b) The emergency of rock and roll  

14. Rock, A New Musical Language  
   a) A rock esthetic  
   b) The impact of technology  
   c) Interdependency of the rock band  
   d) The dominant artists of sixties rock  
   e) Soul: African-American music in the ‘60s  

15. Song During the Rock Era  
   a) Popular song  
   b) Musical theater and film  
   c) Country music in the Rock Era  
   d) Mainstream success  
   e) Country music today  

16. Jazz in the Rock Era  
   a) Reactions to bop  
   b) Jazz-rock  

17. Rock in the ‘70s  
   a) Conservative trends in 70’s rock  
   b) Hard rock  

18. Jazz, 1920-1960  
   a) Jazz is...  
   b) Improvisation and the form of a jazz performance  
   c) Jazz in the ‘20s  
   d) Big-band swing: Jazz as commercial music  
   e) Bop and post-bop jazz  
   f) Back to basics  
   g) The renaissance of melody  
   h) “Jam”: the New Beat  
   i) Characteristics  
   j) Sources  
   k) The sounds of jam styles  
   l) The ‘80s  

D. **LEARNING OUTCOMES (GENERAL):** The student will gain:  
1. Understand fundamental music concepts and use this knowledge to explain pop music.  
2. Through guided listening assignments, learn to listen specifically and crucially to music performances. Using these skills, student will be able to identify and explain similarities and differences among music styles.  
3. Trace the development of pop music in America over the last 150 years, and explain the essential contributions of other cultures to this process of development.  
4. Through increased awareness of the history of pop music and detailed study of examples, refine their critical judgment. They will develop criteria that justify their opinion of a performance and be able to explain why they liked or disliked it.
E. LEARNING OUTCOMES (MNTC):
   Goal 2/Critical Thinking: The student will be able to:
   1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
   2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
   3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
   4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

   Goal 6/The Humanities—the Arts, Literature, and Philosophy: The student will be able to:
   1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
   2. Understand those works as expressions of individual and human values within a historical and social context.
   3. Respond critically to works in the arts and humanities.
   4. Engage in the creative process or interpretive performance.
   5. Articulate an informed personal reaction to works in the arts and humanities.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
   1. Tests
   2. Quizzes
   3. Written and Oral Projects

G. SPECIAL INFORMATION (if any): None