COURSE TITLE & NUMBER: America's Popular Music: MUSC 1050
CREDITS: 3 (3 Lec/0 Lab)
PREREQUISITES: None

CATALOG DESCRIPTION:
America's Popular Music provides students a cultural background in America's music from the 1830s to the present time. The focus will be upon various styles of music, including theater, folk, popular, country and western, rock and roll, rock, disco, rap, and hip-hop. The techniques of music listening will be developed.

OUTLINE OF MAJOR CONTENT AREAS:
1. Elements of musical sound
   A. Rhythm, including notating music and tempo
   B. Meter and measures
   C. Melody, scales, and characteristics
   D. Scales, major, minor, pentatonic, chromatic
   E. Harmony including the basic chords of the tonal system
   F. Timbre and dynamics
   G. Elements of the American sound
2. American Indian music
   A. Visual arts, literature, tales, and written literature
   B. Styles of American Indian music
   C. Listening examples
   D. Dance theater with vocal and instrumental examples
3. Of, by, and for the people
   A. Revival movements, spiritual songs, and Negro spirituals
   B. Folk hymns and white spirituals
   C. Secular songs
   D. Patriotic songs
   E. Listening examples
4. The Civil War era
   A. The visual arts and literature
   B. Singing families, minstrelsy, and Civil War songs
   C. Stephen Collins Foster
5. The growth of vernacular traditions
   A. Concert bands, Patrick Gilmore, and John Philip Sousa
   B. Marches: meter, form, and harmony
   C. Ragtime's rise to popularity and Scott Joplin
   D. Influence of ragtime
   E. Tin Pan Alley, Irving Berlin, and George Gershwin
   F. Listening examples
6. Precursors of the Broadway musical
   A. Black musical theater, vaudeville, burlesque and revues
   B. Operetta, buffa, and Gilbert and Sullivan
7. The Broadway Musical
   A. Up to the 1930s, George Cohan, Jerome Kern, George Gershwin, and Cole Porter
   B. 1940s with Richard Rodgers, Lerner and Lowe, and Leonard Bernstein
   C. The rock musical: Hair and Jesus Christ Superstar
   D. Stephen Sondheim and current productions

8. The world of jazz
   A. The rise of the blues in texts, melody, form, harmony, and improvisation
   B. Urban blues and W.C. Handy
   C. Boogie-woogie and other piano styles
   D. Early combo styles; Louis Armstrong, New Orleans style, and Dixieland
   E. Sweet jazz, symphonic jazz, and Paul Whiteman
   F. Swing style of the 1930s, big band, and vocal styles
   G. Reactions to the 1930s, bebop, Charlie Parker, and Dizzy Gillespie

9. Jazz as concert music
   A. Jazz as "classical" music
   B. Duke Ellington
   C. Progressive jazz: Dave Brubeck and Stan Kenton
   D. Cool jazz and Miles Davis
   E. Third stream with Gunther Schuller
   F. Free jazz and Ornette Coleman
   G. Listening examples

10. Country music
    A. Jimmie Rodgers and the Carter family
    B. Cajun and bluegrass
    C. Western swing, honky-tonk, and cowboy songs
    D. Hank Williams, Sr.
    E. Country popular style and the Nashville sound

11. Rock and roll
    A. The generation gap, the roots of rhythm and blues; country music meets rock and roll
    B. The birth of rock and roll, Bill Haley, and Elvis Presley
    C. Black rock and roll and Chuck Berry
    D. Surfing music: Dick Dale and the Beach Boys
    E. The British invasion and the Beatles
    F. Soul: Ray Charles and Motown
    G. Folk rock and acid rock
    H. The Brill Building and the 60's sound

12. From rock and roll to rock
    A. The Jefferson Airplane, "Sgt. Pepper" and the late 1960s
    B. Jazz rock, heavy metal, reggae, new wave, and punk
    C. Techno

13. The 90s': rap, hip-hop, and alternative styles
COURSE GOALS/OBJECTIVES/OUTCOMES:
1. Students will demonstrate musical listening skills by recognizing and identifying the elements of popular music styles, including pitch, rhythm and beat, melody, timbre, tempo, dynamics, chord progression, performing media, texture, and form.
2. Students will demonstrate appropriate use of musical terminology.
3. Students will identify and describe elements of American Indian culture, including vocal and instrumental configurations.
4. Students will identify elements of pre- and Civil War-era music, including patriotic, folk and southern songs, marches, and revival literature.
5. Students will identify elements of pre- and Broadway-era music, including saloon, minstrelsy, Black theater, vaudeville, off-Broadway, and musical theater.
6. Students will identify and classify elements of blues, early jazz, Dixieland, ragtime, piano blues, early jazz band, swing, big band, bop, progressive jazz-rock, and free styles.
7. Students will identify the types and styles of country and western music.
8. Students will identify rhythm and blues, early rock ‘n roll, and mainstream rock ‘n roll styles.
9. Students will describe the evolution of rock ‘n roll into the rock style of the late 1960s and the 1980’s and 1990’s styles of rap, hip-hop, and alternative music.

MNTC GOALS AND COMPETENCIES MET:
Humanities and Fine Arts, Area A
Human Diversity

HCC COMPETENCIES MET:
Communicating Clearly and Effectively
Thinking Creatively and Critically

STUDENT CONTRIBUTIONS:
The student is expected to
1. attend class on a regular basis.
2. read the assigned textbook and library resource materials.
3. take class lecture notes and study them.
4. participate in class discussion.
5. write an objective paper on an area of interest.
6. take exams as scheduled.
7. complete weekly homework as assigned.

STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.

ADDITIONAL INFORMATION: Academic integrity: plagiarism on papers (copying from a written, graphic, or internet source without attributing credit to that source) or cheating on tests and written work will result in a “zero” for that assignment.
AASC APPROVAL DATE: December 13, 2017
REVIEW DATE: December 2022