



MUSI 113 - Music in American Culture Course Outline

Approval Date: 05/14/2020

Effective Date: 08/13/2021

SECTION A

Unique ID Number CCC000619084

Discipline(s) Music

Division Arts and Humanities

Subject Area Music

Subject Code MUSI

Course Number 113

Course Title Music in American Culture

TOP Code/SAM Code 1004.00 - Music, General / E - Non-Occupational

Rationale for adding this course to the curriculum This course is designed to fulfill the General Education requirements GE Areas E and H1, CSU GE Area C1, and IGETC Area 3A. This course is also intended to fulfill UC Berkeley's American Cultures Breadth Requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 25

Grading Option Letter Grade Only

Distance Education On-Campus
Mode of Instruction Hybrid
Entirely Online
Online with Proctored Exams

SECTION B

General Education Information:

NVC General Education:

Area C - Humanities
Approved on:Spring 2020

E - Multicultural/Gender Studies
Approved on:Spring 2020

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages:

C1 - Arts, Dance, Music, Theater
Approved on:Spring 2020

UC Transferable:

UC Transferable
Approved on:Fall 2021

IGETC Area 3: Arts and Humanities:

A: Arts
Approved on:Fall 2021

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description A survey of music generated by the diverse populations of America including Latino, African American, Hawaiian, Asian, European, Native American, Cajun, and Puerto Rican.

Schedule Description

SECTION D

Condition on Enrollment

- 1a. **Prerequisite(s):** *None*
- 1b. **Corequisite(s):** *None*
- 1c. **Recommended:** *None*
- 1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Think, speak and write clearly and effectively about music.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Analyze the historical roots of American musical cultures such as American Indian, African-American, European-American, Asian-American, and Native American.

- B. Compare and contrast tonal structure, historical development, and aesthetic value of world music and music in America.
- C. Identify religions and philosophies found in the United States through the ages.
- D. Assess major stylistic developments of music in the United States.
- E. Visually and aurally identify instruments used in American music.
- F.

3. Course Content

- A. Music and society
 - a. Social classifications of music
 - b. Influence of religion and culture
 - c. Interaction of musical cultures & styles
- B. Basic music concepts
 - a. Melody
 - b. Rhythm
 - c. Texture
 - d. Form
 - e. Vocal production
 - f. Vocables
 - g. Instrument classifications
- C. History and development of musical cultures & styles in the United States
 - a. Native American
 - b. Instruments
 - c. Spiritual music
 - d. Influence of dominant musical culture
 - a. Anglo-American
 - b. Musical instruments
 - c. Dance music
 - d. Song styles
 - a. Ballads
 - b. Lyrical song
 - c. African American musical cultures
 - d. African influences
 - e. Field cries & hollers
 - f. Interaction with dominant musical culture
 - g. Piano styles
 - a. Ragtime
 - b. Boogie-Woogie
 - c. Barrel house
 - d. Religious music
 - a. Spirituals
 - b. Gospel
 - c. Blues

1. Historical styles

- A. Folk blues
- B. Classic blues
- C. Rhythm and blues
- D. Chicago blues
- E. Jump blues

2. Influence on rock and roll origins

4. Franco-American

a. Cajun

- A. Origin
- B. Historic development
- C. Creole
- D. Zydeco

5. Hawaiian Music

a. Instruments

- A. Hawaiian steel guitar
- B. ukulele

b. Influence of jazz

6. American-born styles

a. Country

1. Origins

- A. Anglo-American tradition
- B. Religious music
 - a. Shape Note
 - b. Lining-out hymns

2. Theatrical music

- A. Minstrel show
- B. Vaudeville
- C. Tent shows

b. Historical development to 1960

- A. Tex-Mex/Norteno
- B. Influence on the origins of rock 'n' roll

7. Other European styles

- A. Polka
- B. Klezmer
- C.

4. Methods of Instruction:

Activity:

Critique:

Discussion:

Lecture:

Projects:

Online Adaptation: Activity, Discussion, Journal, Lecture

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Projects --

Class Participation --

Class Work --

Final Exam --

Letter Grade Only

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Textbook:

Students will read Chapter 2 "Institutions and Processes Affecting American Music" in the textbook, *An Introduction to Music Cultures in the United States*, and will come to class prepared to discuss the material and discuss examples from their own experiences.

Outside article:

Students will read the article "Fiddle Tunes of the Old Frontier: The Henry Reed Collection" on The American Folklife Center at the Library of Congress website. After reading about and listening to the multi-format ethnographic field collection of traditional fiddle tunes performed by Henry Reed of Glen Lyn, Virginia, students will come to class prepared to discuss the music, history, and spirit of Virginia's Appalachian frontier.

B. Writing Assignments

Listening Log:

Students will listen to the weekly broadcast of the radio program "The Thistle and Shamrock" over the course of the semester and write a paragraph each week which explains the musical instruments and styles included in each episode.

Written Essay:

Students will watch the documentary *In Heaven there is no Beer?* and write a one-page paper explaining elements of polka music history, culture, and style.

C. Other Assignments

Students will analyze the Charlie Patton song "High Water Everywhere Parts I and II" including discussion of the context of the song, vocabulary learned in class, and musical concepts such as form, texture, melody and style.

Students will attend a concert of their choice and report on the style, instrumentation, religious, social or cultural influences evident in the music.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Starr, L. and Waterman, C.

Title: American Popular Music from Minstrelsy to MP3

Publisher: Oxford University Press

Date of Publication: 2017

Edition: 5th

B. Other required materials/supplies.