

MUSC 10 Course Outline as of Spring 2024**CATALOG INFORMATION**

Dept and Nbr: MUSC 10 Title: SURVEY OF AMERICAN MUSIC

Full Title: Survey of American Music

Last Reviewed: 9/13/2021

| Units | Course Hours per Week | | Nbr of Weeks | | Course Hours Total | |
|---------|-----------------------|-------------------|--------------|------|--------------------|-------|
| Maximum | 3.00 | Lecture Scheduled | 3.00 | 17.5 | Lecture Scheduled | 52.50 |
| Minimum | 3.00 | Lab Scheduled | 0 | 6 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 3.00 | | Contact Total | 52.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

An introductory survey of music in the United States; what makes it unique, and how it became influential worldwide. Students will explore America's diverse cultures, their historical roots, and how they influenced the development of American music. Musical genres will include Native American, folk styles, jazz, rock & roll, country, Latin, classical, hip-hop, and scores for film and television.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: An introductory survey of music in the United States; what makes it unique, and how it became influential worldwide. Students will explore America's diverse cultures, their historical roots, and how they influenced the development of American music. Musical genres will include Native American, folk styles, jazz, rock & roll, country, Latin, classical, hip-hop,

and scores for film and television. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | | |
|----------------------|----------------------|---------------------|------------|-----------|
| AS Degree: | Area | | Effective: | Inactive: |
| | E | Humanities | Fall 2023 | |
| CSU GE: | Transfer Area | | Effective: | Inactive: |
| | C | Arts and Humanities | Fall 2023 | |
| | C1 | Arts | | |
| IGETC: | Transfer Area | | Effective: | Inactive: |
| | 3A | Arts | Fall 2023 | |
| CSU Transfer: | Transferable | Effective: | Fall 2023 | Inactive: |
| UC Transfer: | Transferable | Effective: | Fall 2023 | Inactive: |

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Explain the multicultural historical, structural, and aesthetic characteristics of American music and how they have changed over time.
2. Apply musical terminology to describe, compare, and contrast the stylistic elements of American music.

Objectives:

At the conclusion of this course, the student should be able to:

1. Describe musical content with appropriate musical terminology.
2. Explain the influence of religion, ethnicity, mores, regionalism, and nationalism on musical expression.
3. Define important moments in the history of the United States and explain how they influenced the evolution of American music.
4. Aurally differentiate American musical traditions by geographic region, historical era, and specific culture.

Topics and Scope:

Each unit will focus on the social and economic conditions of a historical era including its political and religious movements; the interactions of diverse ethnic, cultural, and musical traditions; and how these factors shaped American music.

I. Folk and Ethnic Musics

- A. The English-Celtic tradition including ballads and fiddle tunes
- B. The African-American tradition including spirituals and work songs
- C. The American Indian tradition including healing and ceremonial songs
- D. Latinx traditions including music from Mexico, the Caribbean, and South America
- E. Other traditions: French (Cajun and Zydeco), Scandinavian, Arab, and Asian
- F. Folk Music as an instrument of advocacy including protest, freedom and Civil Rights songs

II. Popular Sacred Music from Psalmody to the Revival Spiritual

- A. Psalm tunes and rural revivalism
- B. Urban revivalism and gospel music

III. Popular Secular Music

- A. Secular music in the cities from colonial times to the 1820s including military music, musical theater, and popular song
- B. Musical theater and opera from the 1820s to the present including minstrelsy, vaudeville, and Broadway
- C. Popular songs from the 1820s to the advent of rock & roll including parlor songs, band music, and Tin Pan Alley

IV. Offspring of the Rural South

- A. Country music including honky-tonk, western swing, rockabilly, and bluegrass
- B. The blues including boogie-woogie, call-and-response, classic, and urban blues

V. Jazz and Its Forerunners

- A. Ragtime and other precursors of Jazz
- B. Jazz including Dixieland, swing, bebop, cool jazz, hard bop, and contemporary
- C. “The Spanish Tinge”—Latin influences in Jazz

VI. Popular Music in Postwar America

- A. R&B and other Black popular styles leading to the development of rock & roll
- B. Transatlantic developments in rock music including heavy metal, jazz-rock fusion, and punk rock
- C. Latin jazz, dance, rock, and pop music
- D. Black post-rock styles including soul, funk, and hip hop/rap

VII. Classical Music

- A. The search for an American identity including early American composers
- B. Twentieth-century innovations including modernism, serialism, and minimalism
- C. Film and television music from Virgil Thomson to John Williams

Assignment:

1. Reading from the required textbook (30–40 pp. per week)
2. Listening assignments: 1 hour per week
3. Weekly written short essays (150–250 words)
4. Written and aural exams (one after each unit of study)
5. Concert report (750 words)
6. Final comprehensive written and aural exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Concert report, short essays

Writing
40 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Written and aural exams (one after each unit of study), comprehensive final

Exams
40 - 50%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and class participation

Other Category
5 - 10%

Representative Textbooks and Materials:

America's Musical Landscape. 8th ed. Ferris, Jean. McGraw-Hill. 2018 (classic)

American Music: A Panorama. 5th Concise ed. Candelaria, Lorenzo and Kingman, Daniel. Cengage. 2014 (classic)

Instructor prepared materials