

**Survey of
Popular Music
MUSM 232.01 - 3 credit hours
Summer Online 2011**

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ACU Mission Statement: To educate students for Christian service and leadership throughout the world.

College of Arts and Sciences Mission Statement: To educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Music Department Objective: To develop and inspire students artistically as comprehensive musicians.

Student Audience and Prerequisites

“Survey of Popular Music” meets the Fine Arts requirement of the General Education core. Any student is eligible to take this class. The course could also be an elective.

The course is designed for any student with an interest in music. There are no prerequisite skills.

Catalog Description

Surveys the musical, historical and social aspects of popular music in America from the late nineteenth century to the present. Emphasis on representative genres (including Tin Pan Alley, Blues, Country and Western, Big Band, Rock and Roll, Rhythm and Blues, Punk, Heavy Metal, and Hip Hop), characteristics, styles and performers.

Course Description and Objectives

Students will be introduced to a varied repertory of music from various popular music styles through in-class listening activities using commercial audio and video recordings and class discussions. Students will also develop a working vocabulary of musical terms and will learn to apply these terms to various popular music styles. Finally, students will apply acquired research and analytical skills through individual or small group presentations on a representative work of popular music.

The main topics of this course include Tin Pan Alley, American Musical Theater, Jazz in New Orleans and Chicago, the Blues, Swing, Country Music (origins and commercialization), the Nashville Sound, Bluegrass, Young Country, Rock and Roll (origins), Fifties Pop, Folk Rock, British Invasion, Psychedelic Rock, Motown, Progressive Rock, Reggae, Hard and Soft Rock, Techno, recent world influences. Representative composers and works will illustrate each of the above styles.

Course Competences and Measurements

	Competency	Measurement Instrument	Measurement Standard
1	Students will identify stylistic characteristics of music from various time periods.	Quizzes and exams; Written album critiques	A: Students will correctly identify style characteristics when prompted. B: Students will appropriately identify and reflect on style characteristics in live performances.
2	Students will recognize and differentiate selected audio examples from various genres and time periods.	Listening exams	A: Students will correctly identify the examples. B: Students will make educated guesses with appropriate support for examples never heard before.
3	Students will recognize and apply specific musical terms to the discussion of musical characteristics and styles of selected genres and time periods.	Quizzes and exams; Written album critiques	A: Students will correctly identify terms on objective tests. B: Musical and technical terms are used in an appropriate context. C: Terms are applied with appropriate nuance; not superficially or inappropriately.
4	Students will actively participate in class discussions and performance activities.	In-class discussion and music-making activities.	A: Students will engage with reflective and appropriate questions and comments. B: Students will encourage participation among peers.
5	Students will analyze and evaluate musical performances.	Written album critiques	A: Students will correctly identify genres and styles heard in a performance. B: Students will articulate how specific works conform or deviate from expectations. C: Students will defend statements of opinion and taste with
6	Students will appreciate music as a reflection of the varieties of human experience.	Written reflections on individual songs / albums	A: Students will discuss musical works with appropriate nuance; not superficially or inappropriately. B: Students will approach unfamiliar music from an objective point of view.

ACADEMIC INTEGRITY:

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site:

www.acu.edu/campusoffices/campuslife/documents/AcadIntegrityPolicy.pdf

SPECIAL NEEDS: Americans with Disabilities Act (ADA)

If you have a diagnosed disability, please notify Alpha Academic Services (674-2750) before or immediately after your first scheduled class meeting. After your disability has been

verified, your instructor will work with you and Alpha Academic Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in the course.

ASSESSMENT

Exams

Exams will consist of objective questions (multiple choice and matching) over terms, people, works, and other information from online lectures and reading assignments. A portion of each test will be listening and will cover the recordings discussed in the text. A review sheet will precede each exam.

Reading Quizzes

A multiple choice quiz will follow each chapter in the Joyner text. You will have 5 minutes to complete the 10 questions. There will be only one (1) chance to take the reading quiz, so plan for an uninterrupted time to devote to it.

Final Exam

The final exam will consist of objective material from throughout the course along with selective listening examples. There will also be short answer responses. A review will precede the final exam.

Rock Song Project

Several years ago, *Q Magazine* (a British contemporary culture journal) came up with a list of 100 Songs that Changed the World. You will create a case study for a "Song that Changed the World" using the *Q Magazine* selections as a guide (obviously, you cannot use one of those songs). The song you choose should be a Rock song from the mid-1950s to the present. You may use a song that is mentioned in the book, but do not choose one from the Audio Anthology. More information about the project will be on the course website. Due: Tuesday, November 18.

Class Participation

You are expected to participate in class discussion by asking questions, responding to questions, and making observations about the music.

EVALUATION

Above average work should reflect above average effort, insight, and attention to detail. Average responses to the discussion board revealing little original thinking, a hurried reading of the assigned text, or careless writing.

Following is the breakdown for figuring the course grade:

Examinations (4 total)	40%	
Readings Quizzes (20 total)*	20%	*one for each of the 24 chapters; I will drop the four lowest scores.
Final Examination	15%	
Rock Song Project	10%	
Class Participation/Assignments	15%	
TOTAL	100%	

Grading Scale: 100-90%=A; 89-80%=B; 79-70%=C; 69-60%=D; 59%-0%=F

TEXT REQUIREMENTS:

David Joyner, *American Popular Music*, 3rd ed. New York: McGraw-Hill, 2008.

CHRISTIAN PERSPECTIVES:

“At night I remember my music; I meditate in my heart, and my spirit ponders.” – Psalm 77:6
Holman Christian Standard Bible

“Next to the Word of God, the noble art of music is the greatest treasure in the world.”
Martin Luther

Music is one of God’s greatest gifts, and all major faith traditions hold music as central to their expression of worship. While American popular music is a relatively recent addition to the musical world, it has been vitally important in shaping music domestically and internationally. It is important to examine this music critically and aesthetically as it relates to your own tastes and opinions and to learn to defend those opinions with well-reasoned, well-supported arguments.

Part of our investigation will be issues of "freedom of speech" and "artistic freedom" versus the good of our society-at-large. Consequently, some of these song-texts and some of our text material will contain references, language, and/or content that some persons may find to be vulgar, controversial, or blasphemous. While all of these song-texts have been freely broadcast on public radio stations, it remains that responsibility of each student to carefully consider each text for its artistic and music merits. Concerns about any specific work may be brought to my attention at any time.