

## MUSI 1310-D10 • AMERICAN POPULAR MUSIC Spring 2022 • On-Line

**The Course:** One will gain a thorough understanding of the origins and development of popular music in America. Along with the study of its history, this course will also cover rudimentary aspects of the language, instruments, and artists who comprise its universal appeal. The student should develop critical listening and thinking skills as well as aural recognition of a variety of pop styles, forms, instruments, and artists. Careful, comprehensive reading of the textbook, along with informed listening, is necessary to fully grasp this content. The course management for this class will be accomplished through the ASU Blackboard site; all registered students are enrolled. Since this is a distance-learning course, you must have a reliable computer and internet connection. You also need to know how to use email as well as transfer MS Word document files. Keep in mind that this is a music course so make certain your computer can access our online playlists. We will communicate via email.

### Required Text and Music Source:

- Campbell, Michael. *Popular Music in America: The Beat Goes On*. 5<sup>th</sup> ed.  
Boston, MA: Schirmer/Cengage, 2019.
- Spotify subscription (comes with purchase of MindTap)

**Recommended Digital Option:** MindTap, 1 term (6 months) Printed Access Card for *Popular Music in America, 5<sup>th</sup> Edition* [comes with access to Spotify] ISBN: 9781337613194

**Bundle Option:** *Popular Music in America, 5<sup>th</sup> Edition*, Loose-Leaf Textbook + MindTap, 1 term (6 months) Printed Access Card [also comes with access to Spotify] ISBN: 9781337754552

**Hardbound Printed Textbook:** ISBN: 978-1-337-56037-5 [note: you will need access to Spotify]

### IDEA Objectives:

- Gaining Basic Understanding of the Subject: terms, forms, elements of music, artists, groups, songwriters/lyricists, dates, recording companies, publishers, etc.
- Developing Knowledge and Understanding of Diverse Perspectives and Global Awareness: ability to identify forms & styles such as 12-bar blues, 32-bar AABA, R&B, rock, honky-tonk, swing, rap, etc.
- Gaining a Broader Understanding and Appreciation of Intellectual/Cultural Activity (in this case: music)

### Core Curriculum Objectives and related ASU Student Learning Outcomes:

- Students will present in writing a critical analysis of a live performance of popular music.
- Students will work effectively with others to support and accomplish a shared goal.
- Students will demonstrate intercultural competence.

**Why Should We Study American Popular Music?** (Expected Competencies/Outcomes): Most of music sales today are of the multifaceted genre of music classified as Popular Music: Classical, Jazz, and World Music make up only a small portion of sales/downloads. As one progresses through this course, he/she will become more aware of the fundamentals of music and the instruments of popular music—two of the building blocks of pop music hits. The student will also gain awareness of the different stylistic periods of music and the works of representative composers while developing an appreciation for the popular music of the past as well as current styles, such as the influence Lubbock's own Buddy Holly had on both The Beatles and The Rolling Stones. The course will also cover how to identify and analyze common forms, styles, and elements of popular music while delving into the integral historical, cultural, political, and social trends that shaped this fascinating music. One should be able to identify a common blues tune from Bessie Smith as easily as note how one of George Strait's country hits is written and structured. Above all, the diligent student will become a discerning, perceptive listener and develop a newfound context for listening to music. I'm a passionate fan of this music and hope you will gain a lot from our journey into America's popular music.

**Music Listening Requirement:** Most of the songs covered in the text will be found on Spotify. Other music services may also be used. Make sure you are able to access all the music contained in the text.

**Evaluation:**

10%	Exam 1
10%	Exam 2
10%	Exam 3
10%	Exam 4
10%	Exam 5
10%	Exam 6
10%	Quizzes
10%	Song Analysis
<u>20%</u>	Concert Attendance Review (2 @ 10%)
100%	

**Grade Distribution:**

100+—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—0%	F

**Semester Schedule:** Included is a schedule that has proven successful in completing this course (see page 4 of this syllabus). It reflects the revised 16 weeks of a semester. Students are required to read and listen to the material from each chapter. The student is advised in the strongest terms to pay careful attention to the “*Listening Cue*” boxes and fully absorb that information along with listening to its song. Deadlines for the Exams, Quizzes, Concert Review, and the Song Analysis are all given in this schedule. I have also prepared calendars with exact dates listed (find them in the CALENDARS tab). In addition, updated information will always be given on the ANNOUNCEMENTS page of our Blackboard site.

***Keep on top of it!***

Note: An excused absence from any quiz/exam or assignment will be granted only for documented health and family purposes. (This means you must provide “official documentation” such as an official doctor’s note, a newspaper clipping, or official university letter, etc., to be excused.)

**Exams and Quizzes:** Follow the schedule given at the end of this syllabus for a general time-line of when each chapter is expected to be mastered. Exams are given after each few chapters; notification of exact times will be on our Blackboard site. There will also be audio questions from our listening examples on the exams. Your computer must have the ability to play MP3 files. I will offer a short practice exam so the student can get familiar with taking exams and navigate the audio questions. Reminder: You must have a reliable computer and internet connection. There is a time limit on exams—watch this closely. Be sure to submit the exam before the deadline. Also required will be completion of four short quizzes. Failure to complete any quiz or exam will result in no credit for that particular quiz/exam; for a legitimate, excused reason for missing, verification will, in most cases, be required.

There is also a “Syllabus Quiz” that I require you to complete before being allowed to take the graded quizzes and exams; it is crucial to be completely familiar with this syllabus so as to know how one can get through this course successfully. ***Refer often to our Blackboard Announcements page for information on when and how these will be offered.***

**Song Analysis:** Just as listening helps and analysis is found on songs in our text, the student will also analyze a song of your choice similar to the “*Listening Cue*” boxes found in our text. Fill out a Style Profile form to accomplish this. For your use, a blank SongAnalysis-Style Profile form will be found in the ASSIGNMENTS tab. You will find a list of albums from which to choose your song; only songs from this list will be accepted. See the ASSIGNMENTS tab for this list: SongAnalysis-Album List. No songs in the text/CD are allowed—select another song not given in the text. This will be due at the end of the 14<sup>th</sup> week of class. Coordinate with me on your artist/group and song not later than the 5<sup>th</sup> week. Email the completed song analysis in MS Word format (NOT pdf) to [john.Irish@angelo.edu](mailto:john.Irish@angelo.edu) and title the subject line of your email document: **(your name): Song Analysis.**

Sample Song Analyses can be found in the ASSIGNMENTS tab; use the sample song analyses on which to model your writing assignment. Failure to complete this analysis will result in no credit; for a legitimate, excused reason for missing, verification will, in most cases, be required.

**Concert Attendance Reviews:** To further one's experience in popular music, students are required to attend/watch live performances. He/she should attend two different live performances of a popular music style covered in our text (i.e., Rock, Pop, Country, Rap, Latin, Jazz, Musical Theater, etc.). Due to COVID-19 restrictions, there will also be an option to watch a video of a live concert of pop music. Make certain that each performance attended is a full-length show, or two sets of a more casual gig that you see during this semester. Please limit the level of performance to university or professional musicians. To receive maximum credit for each assignment, fully complete the cover page (titled: Concert Review Form found at the ASSIGNMENTS tab) along with one full-page, typed review of a performance, with its printed program within one week of the performance. The two reviews should be of different types of popular music—NOT two of the same type. I must receive each review before the deadline; no late submissions will be accepted. Be sure to allow for connection time, transmittal time, etc. so that it arrives before the deadline. Again, I must receive your work before the deadline regardless of when it was sent. Failure to complete a review will result in no credit for that particular review; for a legitimate, excused reason for missing, verification will, in most cases, be required.

The deadline will be posted on the Blackboard ANNOUNCEMENTS page—stay on top of this! Concert Reviews will be due at the end of the 7<sup>th</sup> and 15<sup>th</sup> weeks but should be submitted within a week of the performance. Email completed review (cover sheet and one-page essay) in MS Word format (NOT pdf) to [John.Irish@angelo.edu](mailto:John.Irish@angelo.edu) and title the subject line of your email document: **(your name): Concert Review #1 (or #2)**. Use a 12-pt. font and double-space your writing. Helpful information and sample reviews can be found in the ASSIGNMENTS tab; use the sample reviews on which to model your writing assignment.

Also: print out the “Concert Review--Listening Help List” (ASSIGNMENTS tab) and take it to the performance to help you identify the various musical elements you are hearing—this will help you complete your Concert Review.

**Recorded Lectures & Other Materials:** The course's Blackboard site contains recorded lectures from every chapter in our text (based on the 2<sup>nd</sup> edition of our text). These can be listened to on the site itself or downloaded to your MP3 player. They will supplement your exposure to the material from each chapter and are meant to be used in conjunction with reading the text and listening to the accompanying CD-set. These will be found in the LECTURES tab on our Blackboard site. Further recorded materials are also found on the site and offer helpful explanations/demonstrations on how to identify certain elements of popular music. These will be found at the COURSE HELPS tab.

**Assessment:** This is a core class at ASU and, thus, can be assessed. Areas to assess include: Communication Skills, Critical Thinking, Teamwork, and Social Responsibility. This will be accomplished mainly on your second concert review and measured by your ability to identify and describe specific techniques of an artist(s)' performance. Students can also contribute to group thoughts on the performance. Note: this is not part of your grade, but rather another method to gauge progress in your learning process.

**The Last Date to Drop** a course or to totally withdraw from the University is April 28, 2022. **The Last Class Day** before finals is May 6, 2022 and assignments not due prior will be due before midnight.

**Syllabus Addenda:** Click on the “CV and Syllabus” tab on our Blackboard site for more detailed information on:

**Wearing of Face Coverings**

**Student Disability Services/ADA Compliance**

**Title IX**

**Student Absence for Observance of Religious Holy Day**

**Incomplete Grade Policy**

**Student Conduct policies/Academic Honor Code**

Week	Subject	Unit in Text
1	Points of Entry	1
	The Beginnings of American Popular Music	2
2	The Beginnings of American Popular Music	2
	<b>Quiz #1 (Units 1-2)</b>	
3	The Emergence of Black Music	3
	<b>EXAM 1 (Units 1-3)</b>	
4	Popular Song in the Modern Era	4
	<b>Quiz #2 (Unit 4)</b>	
	The Swing Era	5
5	The Swing Era	5
	<b>EXAM 2 (Units 4-5)</b>	
	Blues and Black Gospel Come in from the Outskirts, 1925-1950	6
	<b>Song Choice for Song Analysis due</b>	
6	Blues and Black Gospel Come in from the Outskirts, 1925-1950	6
	Country and Folk Music Come in from the Outskirts	7
	<b>Quiz #3 (Unit 7)</b>	
7	Latin Music in the United States, 1900s-1950s	8
	Pop Music Matures—Broadway, Jazz, and Singers	9
	<b>1<sup>st</sup> Concert Review due</b>	
8	Pop Music Matures: Musical Theater, Modern Jazz, and Song Interpret.	9
	<b>EXAM 3 (Units 6-9)</b>	
9	Rhythm & Blues, 1946-1954	10
	Rock and Roll	11
10	The Rock Revolution: 1964-1970	12
	<b>EXAM 4 (Units 10-12)</b>	
11	Rock and R&B after 1970	13
	New Trends of the Late 1970s	14
	<b>Quiz #4 (Unit 14)</b>	
12	Latin Music since 1960	15
	Country Music in the Rock Era	16
	<b>EXAM 5 (Units 13-16)</b>	
13	Electronica and Rap	17
14	Beyond Rock in the 1980s	18
	Alternatives	19
	<b>Song Analysis due</b>	
15	Popular Music in the Twenty-first Century	20
	<b>2<sup>nd</sup> Concert Review due</b>	
16	<b>EXAM 6 (Units 17-20)</b>	