

**Saint Leo University**

**MUS 110CL**

**Spirituals to Rock and Roll: The Story of How American Popular Music Conquered the World**

**Course Description:**

In this course, students will explore the development of American popular music beginning with its roots in African American slave music, continuing through minstrelsy, vaudeville, Tin Pan Alley, American Musical Theatre, Blues, Jazz, Rock and Roll, Alternative, and Hip Hop. Students will practice critical listening skills as they are exposed to many genres of popular music and will explore the social, economic, and philosophical paradigms that gave rise to each genre in the American experience of music.

**Prerequisite:**

None

**Textbook:**

Custom Textbook Compiled by Cynthia Selph. *Spirituals to Rock and Roll: The History of American Music and How it Conquered the World*. New York: McGraw-Hill Create, 2016. (eBook)  
ISBN# 978-1-307-00568-4

**OR**

Custom Textbook Compiled by Cynthia Selph. *Spirituals to Rock and Roll: The History of American Music and How it Conquered the World*. New York: McGraw-Hill Create, 2016. (Print book)  
ISBN# 978-1-308-67820-7

**Learning Outcomes:**

1. Apply knowledge of terms, styles, elements, and devices through analysis of creative and artistic works through critical listening skills through identifying musical elements in the musical examples played in class such as timbre, rhythm, melody, harmony and texture through their participation in weekly assignments such as discussion questions related to a specific recording or genre of music; and through their responses to the listening portions of each exam. **CL2**
2. Analyze the contributions of creative minds to the visual, literary, and performing arts through identification of important trends, composers and performers of American music and describe how they contributed to American culture and society through their responses to short answer, multiple choice, and essay questions in the exams. **CL1**
3. Students will describe the major developments in American music and why they occurred, such as Freedom songs, minstrel music, Tin Pan Alley, Blues and Jazz, Swing music, Rock and Roll, Hip Hop, etc. in their discussion responses to weekly assignments, essay questions on exams, and in the content of their research projects.
4. **Students will demonstrate the core value of integrity** through the observance of existing copyright laws when presenting musical recordings in class, refraining from the use of pirated or illegally copied recordings of living composers and performers in their classroom presentations.
5. Students will deliver coherent presentations featuring correct information and evidence while also **demonstrating the core value of excellence** through their **Research Paper and Presentation** which will be based on critical listening and thinking skills that are listed in the UE SLO rubric below. **CC1**
6. **Students will demonstrate the core value of personal development** by critiquing the performance of live musicians in a written concert critique, using both musical and ascetic judgment to assess a concert attended during the semester.

7. **Students will demonstrate the core value of respect** through their choice of appropriate music and musical genres for their projects that adequately express their views without resorting to excessively violent or offensive lyrics or videos in their classroom presentations.

**Core Values:**

*Excellence:* Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

*Respect:* Animated in the spirit of Jesus Christ, we value all individuals' unique talents, respect their dignity and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas and on learning, living, and working harmoniously.

*Personal Development:* Saint Leo University stresses the development of every person's mind, spirit, and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development to help strengthen the character of our community.

*Integrity:* The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.

**Evaluation:**

<b>Assignment</b>	<b>Points</b>	<b>Weight</b>
Discussion (8)	80	10%
Concert Critique	100	15%
Research Paper (UE)	100	15%
Exams (4)	400	60%
<b>Total</b>	<b>792</b>	<b>100%</b>

<b>Grade</b>	<b>Score (%)</b>
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

**Discussion**

Students will participate in a discussion for each module. Students will initially respond to a discussion question provided by the instructor. Students will also respond to the initial postings of at least two classmates, offering substantial feedback/extending the conversation of those postings.

**Concert Critique**

After either attending a live concert or watching a full-length concert online, students will write a critique of the performance following the format below. Include the URL of the concert chosen in the critique or scan the program of the live concert attended and attach it. The musical style of the concert should include at least one of the genres studied in this course.

The Concert Critique should be 2.5 pages long, double-spaced. It should contain five paragraphs that describe the following aspects of the concert attended:

1. Who are the performers? Give the title of the concert and write something about the performers. Is it an orchestra? A choir? An ensemble? Solo artists? Why did you choose to attend this particular performance? Tell as much as you know about the musicians that performed – are they professionals? Students? Teachers? How long have they been performing? Etc.
2. Describe the music that was performed on the concert. Use the musical characteristics that we have been learning in class. What genre is the music (Opera aria? Jazz song? Standard tune? Solo instrument piece? Symphony?)
3. What style period was the music written in? What was the tempo, dynamics, texture, etc.? Sometimes the music in a concert will be only one genre. Sometimes there will be several genres performed. Attach the program to your critique, and then refer to the titles in the program. For example: “Autumn Leaves” was performed by a small instrumental ensemble (guitar, bass, and percussion). It is a standard contemporary tune. The tempo was a moderately slow ballad. It had a very mellow sound...
4. Tell how well you think the performers interpreted the music that was on the concert. Were the singers in tune? Did the piano player play musically and rhythmically? Do you think the performers communicated the music as it was meant to be communicated by the composer?
5. Tell which pieces or part of the concert was most moving or enjoyable for you. If you didn't enjoy the concert very much, tell why you didn't enjoy it. What could have been better? Be as specific as you can when expressing your opinion of the performance – don't just write generalities like “It was nice” or “it made me feel like dancing.” Tell why the music made you feel like dancing. Write about why you particularly enjoyed that part of the concert.
6. Conclude your critique by summing up the performance and telling us if you would go to hear these performers again – or would invite your friends or family to hear this performance/performers.

Submit the Concert Critique to the Assignment folder **no later than Sunday 11:59 PM EST/EDT of Module 5.** (This Assignment folder may be linked to Turnitin.)

### Research Paper

This is the UE Assignment for this course. Each student, in consultation with the instructor, will choose a musical repertoire or genre and prepare a class presentation accompanied by a written background paper. How does the repertoire chosen relate to issues of race, class, gender, sexuality, or other definers of identity? Bear in mind that while lyrics and performance are important, musical issues must be addressed as well.

In addition to the Research Paper, students will also be creating a presentation, with your playlist, for fellow classmates to read and hear. In the Module 8 Discussion Board, post a brief description of your project and attach the Research Paper and Presentation (including music sample). Then, read at least two classmates' presentations, listen to the music samples, and post comments.

The Research Paper Topic is **due in Module 2.** The Research Paper is **due in Module 7.** (This assignment is linked to Turnitin.) Post the Research Paper and Presentation to the Module 8 Discussion Board and to the Chalk & Wire link by the conclusion of **Module 7.**

Elements	Criteria	Not Evident	Beginning	Developing	Competent
Purpose	Clearly identifies main issue(s), problem(s), or intention(s).	0	6	8	10
Perspective	Investigates point(s) of view and assumptions.	0	6	8	10

<b>Evidence</b>	Supports purpose with relevant, sufficient evidence and defines concepts.	0	6	8	10
<b>Analysis</b>	Analyzes the consequences and implications of reasoning.	0	6	8	10
<b>Core Values</b>	Addresses core value(s) specifically and demonstrates their relevance.	0	6	8	10
<b>Decision Making</b>	States the various options of decision making and chooses a solution.	0	6	8	10
<b>Grammar and Organization</b>	Uses good grammar and organizes the paper in a consistent and logical way.	0	6	8	10
<b>Choice of appropriate topic</b>	Chooses a topic that can be examined in a scholarly way that goes beyond a basic biography or playlist.	0	6	8	10
<b>Uses appropriate sources and cites them correctly</b>	Uses a minimum of three scholarly sources and cites them within the paper using MLA or APA style.	0	6	8	10
<b>Class Presentation</b>	Presents the topic using engaging visuals, appropriate musical examples, and relevant information.	0	6	8	10

**Exams**

The course consists of three (3) exams and a final exam. Each exam consists of multiple-choice, short answer, and essay questions. Students will have 2 hours to complete each exam. The Final Exam is cumulative, including questions from Modules 7 and 8.

**Course Schedule:**

**\*NOTE:** The textbook is comprised of portions of three other texts. Chapter numbers are referenced in the Table of Contents. Disregard the chapter numbers that are in the text. Page numbers are located on the top outside page corners in grey boxes. Disregard any other page numbers on the text.

**Module 1                      Exploring Our Roots**

**Objectives**

When you complete this module, you should be able to:

- Describe the role of music in early American life.
- Describe the musical elements of genres that Americans enjoyed prior to the Civil War.
- Describe Native American music, and identify at least three primary functions of music in Native American life.
- Identify categories of early American musicians and describe their contribution to America’s evolving musical culture.

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Post an introduction to the class	Thursday 11:59 PM EST/EDT
Read Chapters 1-5, pp. 2-62*	
Listen to the Module 1 Playlist	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT

**Module 2                      American Entertainment Grows Up**

**Objectives**

When you complete this module, you should be able to:

- Describe how performance oriented music evolved from minstrelsy to Vaudeville and cabaret to musical theatre during the 1800s and early 1900s in the United States.
- Write a reflection on the following question: What role did racial tensions play in the development of performance music in the United States?
- Identify the composers/musicians related to the Minstrel, Tin Pan Alley, Operetta, and Musical Theater music genres.
- Describe the musical and lyrical qualities of minstrel music and Tin Pan Alley songs, and aurally identify songs with each genre.

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Read Chapters 6-8, pp. 63-114*, and the article “Jim Crow, Demon of Disorder” by Dale Cockrell	
Listen to the Module 2 Playlist	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit the Research Paper Topic	Sunday 11:59 PM EST/EDT
Complete Exam 1	Sunday 11:59 PM EST/EDT

**Module 3****American Blues Traditions and the Birth of Jazz****Objectives**

When you complete this module, you should be able to:

- Compare blues music to jazz music. Describe how their different origins created differences in the music.
- Create blues song lyrics: at least three verses of three lines each in the style of a Mississippi Delta Blues song.
- Identify great artists in the following sub-genres: Mississippi Delta Blues, Electric Blues, Dixie Land Jazz, Jazz Orchestra, Swing Band, Be Bop, Cool Jazz, and Fusion Jazz.
- Correctly label the genre of the jazz and blues recordings included in this module.

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Read Chapters 9-13, pp. 115-172*	
Listen to the Module 3 Playlist	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT

**Module 4****Country and Western Music: White Man's Blues****Objectives**

When you complete this module, you should be able to:

- Describe the uniquely American characteristics of country music and list the typical topics that country music most often addresses. Create lyrics in the style of a country song using one of the typical topics.
- Describe the musical qualities of a country song. How does the listener know it's a country song? List the distinguishing musical characteristics such as instrumentation, timbre, harmony, melody and form.
- Describe the commercial development of the country music industry beginning with race records, radio shows, Rose-Acuff publishing, BMI, and Music City USA.
- Identify important artists in the following subgenres: early country, cowboy music, honky tonk, outlaw country, urban or progressive country.

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Read Chapters 14-18, pp. 175-237*, and the article "Man of Many Hats" by Kelefa Sanneh	
Listen to the Module 4 Playlist	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Exam 2	Sunday 11:59 PM EST/EDT

## Module 5

### Origins of Rock and Roll

#### Objectives

When you complete this module, you should be able to:

- List the five earliest styles of rock and roll (1954-1956) and describe the musical styles that most influenced them (blues, western swing, jazz, country, etc.).
- Compare the intended audience for early rock and roll with the intended audiences for blues, jazz, and country music, and describe how commercialism influenced the evolution of rock music.
- Compare the influence of the Beatles with the influence of the Rolling Stones and name later bands that followed in the footsteps of each.
- Describe the musical qualities of rock music: how do we know it's a rock and roll song?
- Identify prominent early rock and roll artists.
- Critique a live concert using musical terms and critical listening skills.

#### Assignments

Items to be Completed:	Due No Later Than:
Read Chapters 19-21, pp. 243-275*, and the article "The Industrialization of Music" by Simon Frith	
Listen to the Module 5 Playlist	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit the Concert Critique	Sunday 11:59 PM EST/EDT

## Module 6

### Psychedelic Rock and Motown

#### Objectives

When you complete this module, you should be able to:

- Describe the experimental rock that grew up in San Francisco and compare this type of rock to the earlier rock and roll genres noting similarities and differences.
- Describe how the drug culture and the Vietnam conflict of the late '60s and the '70s influenced the development of rock music.
- Describe how the gospel music of black churches evolved into secular rhythm and blues (R&B) or soul music.
- Compare Atlantic Records with Motown Records and discuss how their founders' different philosophies about promoting Black American music affected the music industry. Name prominent artists who recorded with both companies.
- Identify important artists of psychedelic rock, soul, and progressive rock.

#### Assignments

Items to be Completed:	Due No Later Than:
Read Chapters 22-25, pp. 277-331	
Listen to the Module 6 Playlist	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Exam 3	Sunday 11:59 PM EST/EDT

## Module 7

### Rock/Pop Meets High Tech in the '80s and '90s

#### Objectives

When you complete this module, you should be able to:

- Describe how the technology of music videos and MP3 players transformed the music industry in the '80s and '90s.
- Compare and contrast punk music of the late '70s with west-coast grunge music of the '90s.
- Describe the role of women in rock and roll using Madonna as the spokesperson for "sex as power."
- Reflect on the music of Michael Jackson, nicknamed the "King of Pop." Identify the societal boundaries that the student thinks his music successfully challenged
- Identify prominent rock, punk, pop, and grunge artists of the '80s and '90s.
- Discuss the relevance of the Saint Leo core values of excellence, personal development, and integrity to musical issues in a research paper that analyzes a musical topic or genre relevant in this course.

#### Assignments

Items to be Completed:	Due No Later Than:
Read Chapters 26 and 27, pp. 333-365	
Listen to the Module 7 Playlist	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit the Research Paper	Sunday 11:59 PM EST/EDT
Post the Research Paper and Presentation to the Module 8 Discussion Board	Sunday 11:59 PM EST/EDT

## Module 8

### Hip Hop, Reality TV, and the Movies

#### Objectives

When you complete this module, you should be able to:

- Describe the huge appeal of hip hop and explain why this music has become so popular world-wide.
- Describe the musical qualities of hip hop and compare them with the popular music or earlier eras such as rock and roll, soul, country, and pop.
- Compare the role of music venues like iTunes, Spotify, and YouTube to radio DJs of a previous era. Describe how unlimited access to such a diverse music selection has affected the musical culture of the U.S.
- Identify prominent hip hop artists and movie music composers.
- Describe the role of movie music in the popular music culture and music industry in the U.S.

#### Assignments

Items to be Completed:	Due No Later Than:
Read Chapters 28 and 29, pp. 367-402*, and "It's A Hip Hop World" by Jeff Chang and Craig Watkins	
Listen to the Module 8 Playlist	
Post an initial response to the discussion question	Posted in Module 7
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Final Exam	Sunday 11:59 PM EST/EDT

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